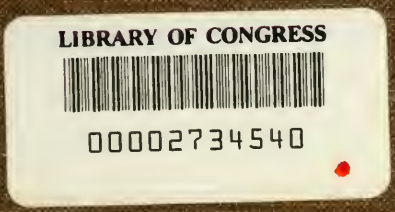
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MANUAL

—OF—

United States History,

COMPILED AND ARRANGED BY

SAMUEL P. McCREA,

—OF—

INDIANA STATE NORMAL SCHOOL,

CLASS OF 1879.

DESIGNED FOR THE USE OF

TEACHERS AND ADVANCED CLASSES.





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VINCENNES, IND.:
1882.

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COMMERCIAL STEAM PRINT.
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PREFACE.

THIS book is not designed to be a text-book on the subject of U. S. History. It is simply prepared to serve as a guide to teachers and students in the study of that interesting and instructive branch. The difficulties in the study of this subject arise not so much from the meagreness or elaborate fullness of the authors; as from their failures to arrange the subject matter in such a manner as to be easily fixed on the mind of the learner. The book is designed to serve more especially as a Supplement to Taylor's Model School History of the United States; although it may be used with nearly equal facility with Barnes, Ridpath, Anderson and other of our popular text-books. The author claims but little as to originality in subject matter; but the *arrangement* of the subject matter will be found to be original. The series of Review Topics at the close of the Administrations will be found a great aid in fixing a knowledge of the subject matter of that period. This Manual will also be found invaluable to private students of U. S. History, as it will enable them to intelligently direct their study, and to reap reasonable profit from their work. This work is not put forth as a Theory of U. S. History; but rather, as a book whose principles and arrangement have been wrought out in every day school work. If this book enables teachers to perfect their knowledge of History; or pupils to acquire a true love for historical literature, it will richly repay its author for all the care and study put upon it. The Plan of Study and Methods of Instruction are embodied in the author's suggestions on teaching U. S. History.

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The following books contain, though often not in the same form, much of the matter contained in this outline:

1. Johnson's American Politics.
2. Anderson's United States Reader.
3. Anderson's Popular School History of the United States.
4. Seavey's Goodrich's History of the United States.
5. Harper's School History by Scott.
6. Ridpath's Academic History.
7. Quackenbos' American History for Schools.
8. Thalheimer's Eclectic History of the United States.
9. Barnes' Brief History of the United States.
10. Lossing's Outline History of the United States.
11. Lossing's Centennial History of the United States.
12. Newman's Cyclopedia of American History and Biography.

Suggestions on Teaching United States History.

I. The colonial history should be treated briefly. Those lessons of American history, which are most useful, are to be gathered from the full rich flood of nationality, rather than from the narrow, meagre stream of provincial life. This being the case, and the earlier periods being more often studied in our common schools, the teacher should see that his work covers the "Period of Administrations." Better begin with this period, than only partially treat it. It can not be mastered in less than six months.

II. Do not make a specialty of military details. Investigate carefully the cause and effect of wars; but deal briefly with military campaigns.

III. Give sufficient time to Political Contests, History of Inventions, Growth of Sectionalism, Internal Improvements, History of Education, Territorial Increase, Moral, Social and Religious Growth. Such things make up our material life. A study of these and other closely related topics will lead the learner to see the steps of the progress by which we have become a great Nation.

IV. Reviews should be frequent, and should test the pupil's understanding rather than his memory.

V. Since our history from 1607 is a history of the English people, a good knowledge of contemporary English History, will be found to be of great aid to the correct teacher. Every teacher should possess and study some standard English History.

VI. The teacher should encourage his pupils to do supplementary reading. He should also arrange his plan of work, that they can do such reading to advantage. He should always in collateral reading direct their work; and lead them to see the relation of what they read to some part of the subject under consideration.

VII. The learning, and holding of dates being so difficult, the teacher's work should be so planned that dates will be so "tied" together, that they may be easily retained, and readily given. This is best accomplished by having the matter of study *logically* arranged. A boy might have trouble to remember that we formed an alliance with France in 1778; but if he remembered, that it was one of the results of the capture of Burgoyne in 1777, he could easily retain it.

VIII. Make a free use of maps and charts, always remembering, that an

association of place, time, and fact will make each kind of knowledge more available. The following exercises will be found valuable. Arrange thus a table of dates, places and names:

DeSoto.	Mississippi River.	1541.
Cortez.	Mexico.	1519–21.
Pilgrims.	Plymouth.	1620.
Wolf and Montcalm.	Quebec.	1759.
Jackson.	New Orleans.	1815.
National Bank.	Philadelphia.	1791.

After a careful study of the matter of the text, have these columns arranged on different blackboards,

Exercise [1.] Point to the name (De Soto) and have the pupil give time and fact or place, as: Discovered the Mississippi River in 1541. [2]. Point to the date, and have the pupil give name and fact, or place. [3.] Point to the fact or place, and have the pupil give time. These exercises are valuable in that they:

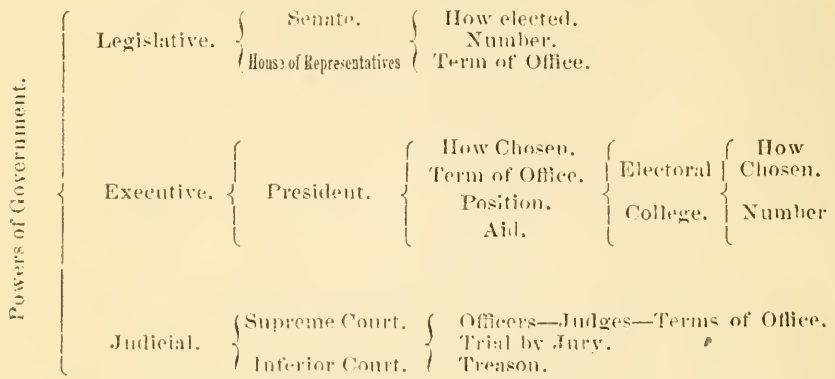
1. Afford variety and pleasure.
2. Associate the name, fact, date and place.
3. Are speedy and efficient.

IX. To properly direct others, the teacher's knowledge should be accurate, systematic and exhaustive. He may make his knowledge *accurate* by careful and frequent reviews. He may make his knowledge *systematic*, by studying the facts of history according to a definite plan. He may make his knowledge *exhaustive* by making himself familiar with several standard authors. This leads us to consider a teacher's tools—books. Every teacher should possess a small historical library. The following list is within the reach of all:

1. Seavey's Goodrich's History of the United States. $1 00.
2. Taylor's Brief History of American People. $1 00.
3. Ridpath's Academic History. $1 25.
4. Anderson's Historical or United States Reader. $1 35.
5. A Brief History of Our Own Times, (paper.) 50c.
6. Outline of Course of Study in United States History by C. W. Hodgin of Indiana State Normal School. 50c.
7. Johnston's American Politics. 75c.

If to these the teacher can add Lossing's First Century of the United States ($5.50); or better, Bancroft's Centennial History of the United States, ($10), he will be certainly rich in historical matter. If he will only gather the rich fruit of this field, he may by enthusiasm and energy not only make his pupils to have a fair knowledge of this country's history; but will lead them to more permanent results—an acquaintance with our great historians, and a love for historical reading.

X. Aid the pupil to interpret the thought of the author. See pages 231 and 232, Ridpath's Grammar School Edition, Sections eight nine and ten. The pupil may not see by a study of the above sections that they include the following points:



The pupil should not only be able to answer questions involving any of these points, but to tell in logical order what is told in the book; expressing himself clearly and accurately. He should, in addition, be able to tell what fact is told by each and every sentence. If any point needs illustrating, the teacher should illustrate it appropriately, and have the pupils give similar illustrations.

XI. If the matter upon any topic is not complete, the teacher should supplement it from his own reading. See page 234 Ridpath's Grammar School Edition, Section six.

National Bank. Tells when chartered. 1792. Added matter—1. Was part of Hamilton's financial scheme. 2. Chartered for twenty years. 3. Capital, $10,000,000. 4. Location—Philadelphia. 5. Purpose—[*a*] To afford a steady and uniform currency. [*b*] Served as a treasury for government deposits. [*c*] Effect of the charter expiring, (1811); see Ridpath's Academic History. In this same way the matter can be added to any topic not fully treated. This, however, requires that the teacher have considerable knowledge, to be able to add knowledge to that given and to have strong powers of discrimination, to know what is needed.

XII. Subjects of great importance historically are often omitted in standard histories. The "Invention of the Cotton Gin" is mentioned in but two, and is fully treated in only one school history. Robert McKenzie, in an article on "King Cotton" says: "From the invention of a machine for cheaply separating the seed of cotton from the fibre, and the purchase of Louisiana from the French, flows the American History of the next half century. Not any other event since the War of Independence; not all other events put together, have done as much to shape and determine the career of the American people."

Other facts of nearly equal importance are often omitted, and should be treated by the teacher.

To those who desire more and better information on history, I would say, read carefully in the appendix to Seavey's Goodrich's History the article on "Hints on the Method of Teaching History" by A. P. Stone, of the Portland, Maine, High School.

UNITED STATES HISTORY.

INTRODUCTION.

SEC. 1. Before attempting to gain a knowledge of any subject, we should consider carefully, the reasons underlying its study. The following are the leading reasons for the intelligent study of History:

1. Gives pleasure, as it abounds in novelty, beauty, and grandeur.
2. Adds to the pleasure of travel.
3. Makes more active and intelligent citizens.
4. Teaches valuable moral lessons.
5. Cultivates the mind and taste.
6. Teaches human nature, and enables us to profit by the experience of others.
7. Gives us stronger faith in the right.

SEC. 2. Should a teacher study this subject with these reasons in view, he will find that his investigations will naturally develop the following "Motives for Teaching History:"

1. The fulfillment of the spirit as well as the letter of the law.
2. The imparting of facts and dates, which will be of practical value to the learner.
3. To teach healthful moral lessons from the reverses and successes of past generations.
4. To so acquaint the pupil with our form of government, that he may become a true, active and intelligent citizen.
5. To lead the pupil to see the fact of a plan in our history; and that such plan is the work of God, as seen in our nation's past life; also that God's ideal for man is *rational freedom*, and that his highest good consists in realizing this ideal in himself.

SEC. 3. These being the teacher's purposes, the following "Plan of Study" will be found to be logical, natural and efficient:

1. Bound the subject in time and place.
2. View it as a whole, made up of parts; also, view the parts as wholes, composed of related parts.
3. See how this subject resembles and differs from other related subjects.
4. Study to see what caused it, and what effect it produced.
5. Seek to find the plan it embodies—the purpose for which it exists.

SEC. 4. As an illustration of this plan take "Burgoyne's Invasion," and treat it as follows:

I. Time—July 1—October 1777.

II. Place—Northern and Eastern New York.

III. Purpose—To sever New England from the Middle States, thus crippling the power of Washington; and with the aid of Clinton and the Southern army, to ultimately surround and capture him.

IV. Plan—1. Main army to move down the Hudson upon Albany. 2. A side expedition under Gen. St. Leger and Brant to move against Fort Schuyler on the upper Mohawk. 3. A side expedition to move to the East to gather provisions and beat off surprising parties. 4. Clinton to send a force up the

Hudson to break the blockade, threaten the American army, and co-operate with the main army on its descent down on Albany.

V. Events—See text-books.

VI. Effects—1. A great military victory. 2. Developed the capabilities of the American soldier. 3. Made the Americans bold and confident of success and weakened the hope of England of ever conquering America. 4. Led to an alliance with France. 5. Was virtually the turning point of the war. (See Creasey's Decisive Battles.)

SEC. 5. The History of the U. S. is the progress of the people of the U. S. in the consciousness of freedom from —— to —— present.

The History of the U. S., in the subjective sense, is the investigation and statement of the progress of the people of the U. S., in attaining the consciousness of freedom from the beginning to the present time, as manifested in their acts in a National capacity, in their arts, sciences, inventions, government and religion. *Or*,

It is the record of the steps in the development of the fundamental ideas of this government; and the ideas which it still seeking to realize; together with the means by which these steps were taken and by which the progress of the Nation in civilization is secured.

SEC. 6. Applying this plan of study to the History of the U. S, the following outline is presented:

U. S. History, as a whole —— to —— present.

PARTS—

1. The Aboriginal Period. —— to 1492.
2. The Period of Discovery. 1492—1607.
3. The Period of Settlement. 1607—1689.
4. The Period of Inter-Colonial Wars. 1689—1763.
5. The Period of Revolution. 1763—1789.
6. The Period of National Development. 1789—1861.
7. The Period of Civil War. 1861—1865.
8. The Period of Reconstruction. 1865—1881.

THE ABORIGINAL PERIOD.

SEC. 7. *Aboriginal* means from the beginning. This period begins with an indefinite past time; because no definite limits can be set to a mighty past, of which nothing is known. 1492 marks one time boundary, because after that time occurred a new era of things. It is said the Northmen discovered America, about the year 1001. Admitting they did, their discovery in no way benefitted mankind. The same cloud of obscurity which had so long veiled America from view, now settled down upon it deeper than before; and remained as a shadow upon it, until scattered by the persevering efforts of Columbus. We study this period to ascertain its climatic conditions; and the effect of these conditions on the growth of our National life. This study calls attention to the *essential characteristics* of a country fitted to be the home of a great people:

1. Such a country must have a moderately warm, moist and healthful climate.

2. Must present a generous extent of available territory and must be a large and unrestricted one.

3. Must possess a diversity of natural products, that there may be a diversity of interests and industries.

4. Must have good manufacturing facilities.

5. Those natural highways—rivers—must reach freely, into all parts of the country; and there should not be insuperable natural barriers in the way of artificial ones—canals and railroads.

6. Must have a generous extent of sea-coast, and numerous good harbors.

A brief comparison and contrast of North with South America; and of the U. S. with British America, and Mexico in regard to the above essential characteristics will show, that the United States is the best fitted of any part of the New World for the rapid and full development of a great nation. Hence, in the study of its history, we will naturally look for the development of a high state of civilization; and the growth of a high type of national life.

SEC. 8. *Human Inhabitants of the United States—*

1. The Moundbuilders.
2. The Esquimaux.
3. The American Indians.
4. Ancient Mexicans or Aztecs.
5. Ancient Peruvians.

Those interested in the above topics are referred to "**Hodgins Outline of** U. S. History," pp. 16 and 17, for a list of reference books.

The Esquimaux—

1. Why so called ?
2. Mode of life.
 - [*a*]. Dwellings.
 - [*b*]. Occupations.
 - [*c*]. Food.
 - [*d*]. Clothing.
 - [*e*]. Domestic animals.
 - [*f*]. Fuel and light.
3. Religion.
4. State of civilization.

The American Indians—

I. Characteristics. } Physical. Mental. Moral.

II. Mode of life.
 1. Dwellings.
 2. Occupations and implements.
 3. Food and dress.
 4. Amusements and education.

III. Government.
 1. Leading tribes.
 2. Chiefs.
 3. Councils.
 4. Treatise.

IV. Religion.
 1. Creed.
 2. Forms of worship.
 3. Forms of burial. 1, 2, 3 and 4.
 4. Forms of marriage.

V. Theories of their origin.

INDIANS OF THE UNITED STATES—FAMILIES AND TRIBES.

SEC. 9.

I. Iroquois. { 1. Mohawks. 2. Oneidas. 3. Onondogo. 4. Cayugas. 5. Senecas. 6. Tuscarawas. } The five or six Nations. Eastern Ohio, Northern and N. W. Pa. and N.Y.

II. Algonquins.
- 1. Abenekis. { In Me. { Penobscot, Androscoggin, Norridgewock.
- 2. N. Eng. Tribes { N. H. { Pawtuckets, Mass. Mass. { Wampanoag. & R. I. { Narragansetts.
- 3. Mohegans { Pequods & Mohegans { Manhattan.
- 4. Le ni-Lenape—Delaware.
- 5. Powhattans—Virginia.
- 6. Shawnees—Kentucky and Tennessee.
- 7. Illinois—In the South part of Illinois.
- 8. Kickapos—In central past of Illinois.
- 9. Potawatamies—South of Lake Michigan.
- 10. Chippewas—South-west of Lake Superior.
- 11. Menomonies—Between Green Bay and Lake Mich.
- 12. Sacs and Foxes—Between 10 and 11.
- 13. Ottawas—North part of South Mich., Penna.
- 14. Miamas—South part of South Mich., Penna.

III. Catawbas—In the Carolinas.

IV. Mobilians.
- 1. Yamasees—Lower Savannah in Carolina.
- 2. Seminoles—Florida.
- 3. Creeks—Southern and Central Georgia.
- 4. Choctaws—South Mississippi and Alabama.
- 5. Chicasaws—North Mississippi and Alabama.

V. Cherokees—Highlands of Alabama, Georgia, Carolina and Tennessee.

VI. Uchees—South of the Cherokees.

VII. Natchez—On Miss. Riv. between 4 and 5 of W.

VIII. Dakotas or Sioux—Winnebago—West shore of Lake Michigan. The remainder of the D's on West side of Mississippi River.

PERIOD OF DISCOVERY. 1492-1607.

SEC. 10. 1492 is taken as one time boundary of this period; because, at that time was ushered in a new era—that of discovery and exploration. Columbus had by his success, caused the spirit of discovery to blaze out, as a fierce flame over all the Old World. Although there were several settlements made, during this period, yet, this was not the leading idea of the times. Hence, the name. We say that 1607 marks the close of this period, because at that time was made the first permanent English settlement in America; and the history of the U. S. is essentially the history of the English people.

SEC. 11. Historical conditions in the Old World, preparing for, and making possible the discovery of the New.

1. The Crusades.
2. Travels of Marco Polo, Mandeville and others.
3. Explorations under Prince Henry and King John, of Portugal.
4. Improvement of the Mariner's Compass.
5. Invention of printing.
6. The Protestant Reformation.
7. The political condition of Europe during the 15th century.

LAWS OF NATIONS.

SEC. 12 The law of nations concerning claims to newly discovered territory, as agreed to by the Christian States of Europe, about the close of the 15th century:

1. Newly discovered territory shall belong to the discoverer.

2. If the nation originally making the discovery fail for a long time to take possession by actual occupation, other nations might come in.

3. Modifications—If the native inhabitants should prove to be be Christians, their rights were to be respected; but if they were not Christians, *i. e.*, Roman Catholics, (the christianity of the times being Roman Catholicism), they were fit subjects of plunder and conquest, and the exclusive privilege of plundering and conquering them belonged to the discoverer. [See Hildreth's U. S. History, Vol. 1; Seavey's Goodrich's U. S. Hist. pp. 20.]

SEC. 13. Under this law, by discovery, exploration and settlement, the following Nations laid claims to territory in America:

The Spanish.
The French.
The English.
The Dutch.

SEC. 14. The following table shows the ground for the foundation of the Spanish Claim:

1. Voyages of Columbus. 1492–1502. [*a*] Discovers San Salvador. 1492. [*b*] Explores the West Indies and founds Isabella—a town in Hayti. 1493. [*c*] Discovers mainland of South America at the mouth of the Orinoco river. 1498. [*d*.] Explores the coast of Central America. 1502.

2. Amerigo Vespucci explores the Northern coast of S. A., and the East coast of Brazil. 1499 and 1501.

3. Ojeda founds Darien on the Isthmus. 1510.

4. Juan Ponce de Leon discovers and explores Florida. 1512.

5. Nunez de Balboa crosses the Isthmus, discovers the Pacific ocean, and names it the South Sea. 1513.

6. Cordova discovers and explores Yucatan and the Bay of Campeachy. 1517.

7. Grijalva explores the Southern coast of Mexico. 1518.

8. Hernan Cortez conquers Mexico. 1519–21.

9. Vasquez de Ayllon visits Carolina for slaves. 1520.

10. Magellan seeking a South-west passage, sails around South America, names the Pacific Ocean, and starts on the first voyage around the world. 1520.

11. De Ayllon attempts to conquer and settle Chicora, now South Carolina. 1525.

12. Stephen Gomez explores the Eastern coast of the United States, seeking a Northwest passage. 1525.

13. Ferdinand De Soto explores the coast of Yucatan, and Guatemala, seeking a passage into the Pacific. 1528.

14. Pamphilo de Narvaez attempts to conquer Florida. 1528.

15. Pizarro conquers Peru. 1531–2.

16. De Soto on a voyage of conquest, explores the Southern Mississippi Valley (1539–42) discovers the Mississippi River. 1541.

17. Alarcon explores the Pacific coast to the present site of San Francisco. 1541.

18. Coronado explores the country, lying along the Gulf of California, the Gila and Upper Rio Grande Valley. 1541.

19. DeCabrillo explores the Pacific coast to the present limit of Northern Oregon. 1542.

20. Melendez de Avilez founds St. Augustine, Fla. 1565.

21. Augustin Ruyz, a Franciscan monk, explores Northern Mexico as far as the Upper Valley of the Rio Grande. 1580.

22. Antonio de Espajo explores the Rio Grande Valley, names its upper part, New Mexico (Finds silver). 1581.

23. DeEspejo founds Santa Fe. 1582.

24. Colonies sent to the silver mines of New Mexico, found a town near Santa Fe. 1595.

25. San Diego, Cal., founded. 1603.

SEC. 15. Upon the work of Columbus more than that of any other man, the Spaniards rested their claim to territory in America. This being the case, it is very important that pupils have a correct idea of the work of Columbus. The following diagram is designed to bring out all the important facts in the life and work of this great man:

CHRISTOPHER COLUMBUS.

I. Birth. { When. / Where.

II. Death. { When. / Where. / Grave—Removals.

III. Meaning of name—Effect on his life.

IV. Parentage, education and pursuits.

V. His Theories. { In regard to form and size of earth. / In regard to a route to Asia. / Origin. { Travels of Marco Polo and others. / His own idea. / Confirmation of Theories 1, 2, 3 and 4.

VI. Application for aid. { To whom? 1, 2, 3, 4 and 5. / Success with Spain. / Rank of Columbus.

VII. Equipments { Vessels. { Number. / Names. / Men. Cost. How defrayed.

VIII. The Voyage. { When. / Distance. / Incidents. / Discoveries. / Further Discoveries. Naming of the People. / Landing. { Where & When. / Ceremonies.

IX. Return to Spain. { When. / Reception. { By People. / By the King and Queen.

X. Further Voyages. { When. / Number. / Work in each.

IX. Treatment of Columbus by the Rulers of Spain.

THE SPANISH CLAIM.

SEC. 16. 1. The Spanish explored the Northern part of South America. The country around the Gulf of Mexico, the valleys of the Mississippi, Rio Grande and Gilo rivers. The Atlantic coast to Carolina, and the Pacific coast to Oregon.

2. They conquered Mexico and Peru.

3. They settled at Isabella, Darien, St. Augustine, Santa Fe and San Diego.

4. They explored and settled principally in the South and West, and claimed the country indefinitely Northward under the names of Florida, in the East, and California and New Mexico in the West.

THE CENTER OF SPANISH COLONIZATION.

SEC. 17. It should be noticed that the land Columbus first discovered lies midway North and South on the shores of the New World. Hispanolia, (Santa Domingo), Cuba, Porto Rico, and Jamaica were first occupied, and from these as a center, Spanish adventurers pushed out in different directions. As they came from the East their explorations would naturally be toward the North, West and South. From Hayti as a center, Vespucci goes to the South, Ojeda, Balboa, and Pizarro, to the South-west, and DeAyllon to the North. From Cuba as a center—principally from Havanna—Cordova, Grijalva and Cortez go to the West. Ruyz and DeEspejo to the North-west, and Narvoez DeSoto and Melendez to the North.

RELATION OF THE WORK OF SPANISH EXPLORERS.

SEC. 18. Vespucci had often seen and talked with Columbus, and came first to the New World, as a pilot for a former comrade, of Columbus,—Ojeda. Balboa, shipwrecked on the coast of Darien, by natural force of character becomes a leader. Pizarro was a companion of Balboa, in his expedition across Darien, and while there heard from an Indian chief of the riches of Peru. Grijalvi was the pilot of Cortez. Gomez was a companion of Magellan in his voyage—seeking a South-west passage to India. DeSoto was a companion of Pizarro in the conquest of Peru.

SOME EFFECTS OF SPANISH CONQUESTS.

SEC. 19. By the conquest of Mexico and Peru, Spain had become very rich. Over these conquered provinces she held supreme control, and should allow no other nation to come in. She had now become so powerful that she could maintain her claims by force of arms. The other nations of Europe thus prevented from sharing the great wealth of Mexico and Peru, were much more anxious to discover a better Western route to India.

FRENCH CLAIM.

SEC. 20.—1524. Verrazzeni explores the Eastern shore of the U. S., from Wilmington, N. C., to Labrador—and names the country New France.

1534–5. Cartier discovers names, and explores the Gulf and River of St. Lawrence.

1542. Cartier and Roberval attempt to found convict colonies in Canada and Nova Scotia.

1562. Coligny sends Ribault with colonists to Carolina.

1564. Coligny sends Laudionniere with colonists to Florida.

1565. Coligny sends Ribault with more colonists to Florida.

1568. De Gourgues led an expedition against St. Augustine.

1598. La Loche settles Sable Island with a convict colony.

1603. Samuel Champlain explores Southern Canada and Northern New York.

1605. Port Royal, Nova Scotia, founded by Champlain and De Mouts in the new province of Acadia.

OTHER IMPORTANT EVENTS IN LATER FRENCH HISTORY.

SEC. 21.—1608. Champlain founds Quebec.

1609. Champlain discovers and names Lake Champlain.

1611. Montreal founded by Champlain.

1626. The Jesuits explore the Northern shore of Lake Ontario.

1634. The Jesuits explore Lake Huron and found Missions on Georgian Bay.

1664. The Jesuits explore the South shore of Lake Superior, and first learn of the copper mines.

1668. St. Mary's mission in Michigan founded.

1672. The Jesuits visit Milwaukee, Chicago and St. Joseph.

1673. Joliet and Marquette sail down the Mississippi to the mouth of the Arkansas.

1682. La Salle sails down the Mississippi to the mouth, and names the country Louisiana.

1701. Detroit and Kaskaskia founded.

1702. Mobile founded by Iberville.

1702–19. Vincennes founded.

1716. Natchez founded by Crozat.

1719. New Orleans founded by Bienville.

THE FRENCH CLAIM.

Sec. 22.—1. The French explored the Atlantic coast from Wilmington, N. C., to Labrador, the Gulf and the River of St. Lawrence, the Great Lakes and the eastern part of the Mississippi Valley from the Falls of St. Anthony to the Gulf.

2. They settled at Port Royal, Quebec, Montreal, Detroit, Kaskaskia, Vincennes, Natchez, New Orleans and Mobile.

3. They explored, and settled principally in the north and center, and claimed the country indefinitely southward and eastwards under the names of Acadia in the North, New France in the East, and Louisiana in the South.

GREAT FRENCH EXPLORERS AND COLONIZERS.

Sec. 23. The lives of the following men should be carefully studied, for principally upon their work rests the claim of France to territory in America:

The name of Samuel Champlain is so closely connected with the early history of French exploration and settlement in America, that he has very properly been called "The Father of New France."

The heroic work of Father Marquette, the greatest of many of the French Jesuits in America, can never be forgotten; and his nobility of character, and grandeur of purpose, mark him as one of the noblest spirits of Canadian history. His talents were remarkable and his character pure and holy. The interest in his work is destined to increase. He is only yet partially known in American history.

A knowledge of where, when, how and why the French Protestants (Huguenots) came to America will call for a careful study of the life and work of that great Christian soldier, statesman and martyr—Coligny.

The work of the untiring and energetic LaSalle was to *legalize* for France a claim to the great Mississippi Valley, and to open it up to the stream of colonization, thus laying the foundation for a great, and as he supposed, *enduring* French empire in America.

The above statements are not designed to be even sketches of the lives or work of these great men; but simple statements designed to show the importance of a knowledge of their work in relation to French history in America.

ENGLISH CLAIM.

SEC. 24.—1497. Jno. Cabot discovers the mainland of North American on the coast of Labrador.

1498. Sebastian Cabot explored eastern North America from Labrador to Chesapeake Bay, or Albemarle Sound.

1576. Frobisher explores eastern and northern North America seeking a northwest passage.

1579. Francis Drake explores the western coast of North America to San Francisco Bay, where he winters and calls the country New Albion.

1583. Sir Humphrey Gilbert, lost at sea while returning from Newfoundland.

1584. Raleigh sends Amidas and Barlow to explore the Eastern coast of North America—the country called Via.

1585. Raleigh sends Greenville, who attempts to colonize Roanoke Island.

1587. Raleigh sends John White, who tries to colonize Roanoke Island.

1602. Gosnold makes a middle Atlantic passage, discovers and names Cape Cod, explores the New England coast and attempts to settle at Elizabeth Island.

1603. Martin Pring explores New England coast from Maine to Martha's Vineyard.

1605. Weymouth explores the coast from Cape Cod to Penobscot Bay.

ENGLISH CLAIM.

SEC. 25.—1. The English first discovered the continent of North America, and explored the eastern side from Albemarle Sound to Labrador and the Pacific coast to San Francisco.

2. They settled at Portsmouth and Dover, Plymouth, Wethersfield, Providence, New York and Albany, Elizabethtown, Philadelphia, Wilmington, Christiana, Jamestown, St. Marys, On the Chowan, Old Charlestown, Savannah, and many other places.

3. They claimed the country indefinitely westward, under the name of North and South Virginia in the East, and New Albion in the West.

The only *true* colonizers of the English were Gilbert and Raleigh. Gilbert entertained and tried to execute the first true plan for successful colonization. His work was continued by Sir Walter Raleigh, who did so much to make colonization upon a surer basis in the New World possible. He was one of those broad-minded men whose interest in the settlement of America, was of so much higher kind than that which characterized the adventures of this period. His life exhibited remarkable scholarship, and the qualities of a true moral character, and his name deserves to be written high among the founders of the the new Nation—America.

THE DUCTH CLAIM.

SEC. 26.—1607–1611. Voyage of Henry Hudson.

1607. Hudson explores Eastern North America, seeking a north-west passage.

1609. Hudson explores Eastern North America, Chesapeake Bay to Long Island: entered New York and Newport harbors, and ascends Hudson River to Albany.

1610 Hudson, while seeking a N. W. passage, discovers names, and explors Hudson Strait and Bay.

1614. Adrian Block explores the northern shore of Long Id. and discovers the Housatonic and Connecticut Rivers; explores Narragansett Bay, and east to Cape Cod.

1614. Capt. Cornelius May explores the south shore of Long Id. Sd. and the Atlantic coast south to Delaware Bay.

1614. A settlement made at the southern end of Manhattan Island—New Amsterdam.

1615. A trading house near Albany.

1623. A settlement made at Albany called Ft. Orange.

DUTCH CLAIM.

1. The Dutch explored and re-explored Eastern United States from Delaware Bay to the Connecticut River.

2. They settled at New Amsterdam, (New York); Fort Orange, (Albany); Bruekelen, (Brooklyn); Wallabout, Ft. Nassau and Bergen.

3 They claimed, under the name of "New Netherlands," the country between the Delaware and Connecticut Rivers.

Although the Spanish, French and English at first recognized to a certain extent, each other claims the territory. These claims, in the course of time, interfered with each other. The French claim overlapped the northern and western part of Virginia, the Spanish the northern and eastern part, while the English claim overlapped the Spanish in the West; and the feeble claim of the Dutch struck into the middle of the English. The English would never for one moment allow this claim, and dispossessed the Dutch at their earliest opportunity.

These rival claims necessarily produced much confusion, and therein were sown the seeds of the many inter-colonial wars, that so blot, and stain the history of a later period.

The following quotation best tells the condition of the country about the close of this early period of Discovery and Explorations:

1613. "Here lay the shaggy Continent from Florida to the Pole, outstretched in savage slumber. On the banks of the James River was a nest of woe-begone Englishmen, a hand full of fur-traders at the mouth of the Hudson: (bands of haughty and indolent Spaniards at St. Augustine, Santa Fe and San Diego); a few shivering Frenchmen among the snow-drifts of Acadia (at Port Royal), while amid still wilder desolation, Champlain upheld the banner of France over the icy rock of Quebec.

These were the advance guard of civilization, the messengers of promise to a desert continent; yet, not content with inevitable woes, they were rent by petty jealousies and miserable quarrels. While each little fragment of nationalities, just able to keep up its own wretched existence on a few square miles begrudged to all the rest the smallest share in a domain which all the nations of Europe could not suffice to fill."—*Parkman.*

The great want of the latter part of the fifteenth century was a shorter, safer and cheaper route to India, the great Eastern mart of trade. Genoa, Florence and Venice long controlled the Overland route to India by gaining possession of its Eastern terminus at the Western end of the Mediterranean Sea, and soon through this traffic, they became the chief maritime nations of Europe. Spain and Portugal, to gain this trade, attempt to discover shorter routes by water. Columbus, in his discovery of America, thought he had found Asia, and the short and safe Western route thither. Portugal, seeing the apparent success of Spain, doubles Africa under De Gama in (1498) and

thus gains a South-eastern route to India. But future Spanish explorations showed that Columbus had not found Asia; hence, Magellan, bearing off to the South West in (1520), discovers the South West route around South America. These two new routes, around Cape of Good Hope and Cape Horn, were neither shorter nor safer than the old Overland route to the East Indies. Hence there was nothing gained.

The English, French and Dutch, anxious to obtain a share of the rich trade of India, and seeing the failures of the Spanish and Portugese, are unwilling to sail toward Asia, through waters claimed by the Spanish or the West because explored by Columbus, Balboa and Magellan and by the Portugese on the East; because explored by Diaz, De Gama and their comrades, naturally turn in their explorations toward the Arctic Ocean, and seek a North-west Passage.

The French first seek this route under Verrazzani in 1524. The Spanish, failing in the South-west, send Gomez, a companion of Magellan, to the North-west in 1525. The French again try under Cartier, in 1534–5; and still much later in 1670; the great explorer, La Salle, in his explorations, searches long and earnestly for an over-land route from Canada to China.

The English under Frobisher in 1576, try this route, again in 1583 under Gilbert in 1607, under Hudson, and still later under Captain Smith 1608–9; who explores the rivers emptying into Chesapeake Bay, vainly endeavoring to find a passage to the South Sea—Pacific Ocean. Not content with this, they turned in an entirely new direction, and sent Hudson, in 1608, to find a passage north of Europe through the Artic Ocean. Being unsuccessful, they send Hudson to the North-west again in 1610.

Not content with efforts to find a short route from Europe to Asia by water, the Spanish and English try to find a passage from the Pacific North-east into the Atlantic. The Spanish under Alarcon in 1541, and under Cabrillic in 1542; and the English under Drake, 1579.

These several much sought passages were not found till late in the nineteenth century.

The safe, short, and speedy route to India was not gained until the building of the Central Pacific Railroad in 1869, which linked the two great steamship lines from Europe to America, and from San Francisco to China. From Europe to America in seven days. From the Atlantic to Pacific in five days more; and across the Pacific to China in twenty more. The whole trip in thirty-two days; thus is realized, though so long in realization, the darling desire of the fifteenth century, a short route to India.

THE PERIOD OF SETTLEMENTS, 1607–89.

Introduction:

"At the close of the former period, America was nearly in the same condition as when Columbus found it. It was still an almost unbroken wilderness. The few settlements which had existed, were of a commercial or transient nature; and it had entered the European mind that here was to be the seat of great states. But now that gigantic commercial co-operations had come into vogue, with powers of colonization and government, the work of settlement was ready to begin. The *State Builders* were now ready to enter on their labors."—*Taylor.*

TOPIC OUTLINE FOR VIRGINIA.

I. Grants of Land.—(1) Time—April 10, 1606.

2. By whom, King James I., of England.

3. To whom—London county, from 34° to 38° south latitude, called South Virginia. Plymouth county from 41° to 45° north latitude, called North Virginia. Both companies from 38° to 41°—Intermediate Territory.

4. Law. The companies must not plant any settlements in this common territory within two hundred miles of each other.

I. The Companies.

1. The London Company, an association of nobles, gentlemen, and merchants of the city of London was granted the land from Cape Fear to the Potomac.

2. The Plymouth Company, composed of similar classes from the city of Plymouth was granted the land from New York City to Halifax.

3. The Superior Council—Appointed by the King, to reside in London, and have general control of colony.

4. The Inferior Council—Appointed by the King, to reside in the colony, and have control of local affairs.

5. The Stockholders.—Those persons who furnished the money for planting the colony, and who expected to reap the profits of the enterprise.

6. Agreement.—The Companies must pay to the King one-fifth of all gold, and one-fifteenth of all silver found within the territory.

7. The Colonists.—Must hold all property in common five years, and have all the rights and privileges of Englishmen.

III. Founding of Virginia.—(1) Time, 1607. (2) Place, Jamestown. (3) So-called in honor of James I.

4. Founder—Christopher Newport. 5. Number of colonists. 120. 6. Later Leader—Captain John Smith.

IV. The Colonists.—1. Character: idle, wasteful, lazy, and improvident. 2. Classes: twelve common laborers, six masons, six blacksmiths, several pardoned criminals, and forty-eight "useless gentlemen."

3. Purposes.—To dig gold, trade with, and plunder the Indians. To get wealth and return home.

4. Sickness.—By autumn, famine, disease, want of proper shelter and clothing, and food swept away one-half their number.

V. Captain John Smith.—1. History (see any text book.) 2. Work (a) cultivated the friendship of the Indians, and thus got needed supplies of food. (b) Taught the gentlemen how to work, and all how to build houses, and a fort. (c) Explored carefully Chesapeake Bay, and its affluents. (d) Made the first map of the country. (e) Summary—saved the colony from ruin. (f) Motto.

4. Adventures in the colony. See any text-book.

VI. The Government.—1. The first charter granted in 1606, recognized the right of the King to make all laws, and appoint all officers. 2. The second charter, granted in 1609, changed the local council to a Governor; but the King still appoints him. (3) The third charter, granted in 1612, allowed the stockholders, who had all the time lost money to supersede the Superior Council, and take full control of the colony. (4) First Colonial Assembly—(a) Time, 1619, 14. place, Jamestown. (c) By whom called—Governor Yeardley, a kind and liberal man. (d) Purpose: to let the colonists "have a hand in governing themselves." (e) Composition, made up of the Governor, his local

council and twenty-two deputies, (Burgesses) chosen from the eleven districts (boroughs) of the colony. (f) Laws: Of the assembly had to be ratified by the company in England, but, in turn, the orders from London were not binding unless ratified by the colonial assembly.

5. A written constitution was granted in 1621, to define the rights of the colonists—the first ever given to America.

6. Virginia made a Royal Province 1624. The stockholders had been gradually granting to the colonists the same rights for which they were struggling at that time in England; and the King, fearing the growth of the liberty-loving spirit made the colony a royal province.

VI. Indian Relations.

1. Marriage of Pocahontas. (a) Time. (b) Place. (c) To whom. (d) By whom. (e) Circumstances. (f) Baptismal name. (g) Journey to England. Time. Reception. Death. Descendants. One and two.

2. Indian Massacres of 1622 and 1644.

(a) Where. (b) Events. (c) Loss. (d) Results.

VIII. Prosperity and growth of the colony.

1. Occupations. 2. Products. 3. Exports.

IX. Accessions to the Colony.

1. Bond servants. (a) Paid what? (b) Law. (c) Time.

2. Convicts. (a) No. (b) Time. (c) Cause. (d) Result.

3. Women. (a) Time. (b) Number. (c) Why. (d) Effect.

4. Negro slaves. (a) Time. (b) Place. (c) By whom. (d) Number.

X. Period of Oppression, (1651, 1672, 1733.)

1. Navigation Laws.—What. No. Purpose. Effect.

2. The action of the Royalist Assembly. (a) Time. (b) Office-holding. (c) Salaries. (d) Fining of Quakers.

3. Origin of Parties. (a) What. (b) Composition.

XI. Bacon's Rebellion. 1. Time. 2. Place. 3. Leader. 4. Cause. 5. Events. 6. Effects. Dates.

XII. Important Duties in the History of Virginia:

1. Granting of the first charter 1606
2. Settlement of Jamestown 1607
3. Second charter—the change 1609
4. Grant of land extended—now 34° to 41° north latitude 1609
5. Third charter—the change 1612
6. First colonial assembly 1619
7. Cattle and hogs first brought to America 1611
8. Granting of a written Constitution 1621
9. Negro slavery introduced 1620
10. Virginia becomes a Royal Province 1624
11. First Indian massacre 1622
12. Second Indian massacre 1644
13. Cotton first brought to America 1621
14. Navigation Law I. All surplus products must be shipped in English or colonial vessels. (Against the Dutch) 1651
15. Navigation Law II. All surplus products must be sold to England 1660
16. Navigation Law III. All needed products must be bought in England 1663
17. Navigation Law IV. All products exchanged between colonies must pay duties 1672

18. Importation act. Laying exhorbitant duties on all molasses, rum, and sugar imported.....1733
19. Bacon's Rebellion.....1676
20. Founding of William and Mary College.....1692

TOPIC OUTLINE FOR MASSACHUSETTS.

I. The Council of Plymouth. (1) What. (2) When. (3) Territory from 40° to 48° north latitude. (4) Name, New England.

I. The Pilgrims. (1) History. (2) Why so called. (3) Their voyage. (4) Their vessels. (5) Agreement before landing.

6. Charter. 7. Their faith.

8. Government. 9. Their sufferings.

See Parton's Lecture—"The Pilgrim Fathers as Men of Business."

III. Founding of the Colony. 1. Time. 2. Place. 3. Why so called? 4. Number. 5. Soil and climate. 6. Leaders.

(See Longfellow's" Courtship of Miles Standish.")

IV. Progress of the Colony.

1. Why slow? 2. Occupations. 3. Products. 4. Exports.

V. Indians.—1. Tribes—(a) Wompanoags in the neighborhood of Plymouth. (b) Narragansetts in the neighborhood of Narragansett Bay.

2. Chiefs.—Massasoit and Canonicus.

3. Friends.—Samaset and Squanto. See Parton.

VI. Religious Matters.

1. General intolerance. Effect.

2. Banishment of Roger Williams. Who. When. Where. Why. Charges (see Eclectic History, page 63)

3. Banishment of Anne Hutchison. Who. Where. When. Why. Effect.

4. Persecution of the Quakers.—Who. When. Where. Why. Events. Effects.

(See New England Tragedies—Longfellow.)

VII. Massachusetts Bay Colony.—1. When. 2. Where. 3. Founder. 4. Grant of land. 5. Leading settlements. (a) When. (b) Where. (c) Leaders. 6. Government. (a) Form. (b) Voters. (c) Officers. (d) Taxes. 7. Church.

IX. King Philip's War.—When. Where. Cause. Events. Effects.

X. Massachusetts a Royal Province.

1. When. 2. Why. 3. Governor—Course.

4. Growth.

VIII. Union of New England Colonies.—When. Parties. Purpose. Power. Title.

XI. The Salem Witchcraft.—When. Where. Origin. Leaders. Events. Effects.

(See New England Tragedies.—Longfellow.)

XII. The Planting of Colonies.

1. In the Connecticut valley. Time. Leaders. Towns.
2. On Long Island Sound. Time. Leaders. Towns.
3. In Rhode Island. Time. Leaders. Towns.
4. In New Hampshire. Time. Leaders. Towns.

XIII.—LEADING EVENTS IN THE HISTORY OF MASSACHUSETTS.

1. Grant of land to Plymouth company.....1606
2. Council of Plymouth supersedes Plymouth company.....1620
3. Grant extended from 40° to 48° north latitude.....1620

4. Pilgrims land at Plymouth.....1620
5. Grant of land to the Bay Colony.....1628
6. Settlement of Salem.....1629
7. The Governor and charter of Massachusetts Bay brought to America.....1630
8. John Winthrop, Sr., founds Boston.....1630
9. Freemen alone vote for magistrates.....1631
10. A Representative Government originated in the Bay Colony.....1634
11. A Representative Government originated in the Plymouth Colony.1639
12. Banishment of Roger Williams.....1635
13. Banishment of Anne Hutchison.....1637
14. Harvard College founded at Cambridge.....1638
15. First printing press brought to America by Stephen Day.....1639
16. Body of Liberties adopted.....1641
17. Union of the New England colonies.....1643
18. Persecution of the Quakers.....1656–9
19. King Philip's war.....1675–6
20. Salem Witchcraft.....1692
21. Made a Royal Prince.....1686

TOPIC OUTLINE FOR MAINE AND NEW HAMPSHIRE.

I. Grant of Land. When. By whom. To whom. Territory and name.
II. First settlements. When. Where.
III. The proprietors. Who. Work. History.
IV. Division of the territory. When. Parts. Boundaries.
V. Settlement of Exeter. When. Where. By whom. Why.
VI. Unions with Massachusetts. When. Why. Effect.
VII. Sale of Maine. When. To whom. By whom. Price.
VIII. Disputes about New Hampshire. What. When. How settled.
IX. Important events in their history.

1. Grant of Laconia to Gorges and Mason.....1622
2. Settlement at Dover and Portsmouth.....1623
3. Mason takes the western grant of the grant, and calls it New Hampshire. Why.....1629
4. Gorges takes the eastern grant of the grant, and calls it Maine. Why.....1629
5. Mason gets a grant to New Hampshire.....1629
6. Gorges gets a grant to Maine.....1639
7. Settlement of Exeter by Wheelwright.....1638
8. New Hampshire united to Massachusetts.....1641
9. Maine united to Massachusetts.....1652
10. Massachusetts buys out George's heirs for $6,000.....1677
11. The General Court of Massachusetts refuses to confirm the claims of Mason's heirs to Massachusetts.....1681

TOPIC OUTLINE FOR CONNECTICUT.

I. Grant of Territory.—What. To whom. By whom. When. Transfer. Where. To whom.
II. The Three Colonies.—What. When. Where.
III. The Connecticut towns.—Number. When. Where. Leaders. Union. When. What. Their Constitution. Voters. Effect on the Dutch.
IV. New Haven—When. Where. Leaders. Voters. The law. The Government. First Governor. Whom. When. Called what.
V. Saybrook—Why so called? When. Where. Founder, charter and work. Sale of. When. To whom.

VI. Unions—1. Of the Connecticut towns in 1639
2. " " colony and New Hampshire in.. 1665

[a] Parties in each. [b] Name. [c] Purpose.

VII. The Dutch Settlements—When. Where. Name. Work. Why broken up?

IX. Indian Relations.

1. Tribes in the neighborhood. 2. Chiefs. 3. Pequad war. When. Where. Cause. Events. Effects. 4. Conduct of the Mohegans and Narragansetts. Why?

X. Important dates in the History of Connecticut.

1. Grant of Connecticut to Earl of Warwick..... 1630
2. Transferred of Connecticut to Lords Say and Seal, and Brooke, and John Hampden..... 1631
3. Settlement of Wethersfield..... 1634
4. " Windsor..... The Connecticut towns. 1635
5. " Hartford..... 1636
6. Pequad war..... 1637
7. Settlement of Saybrook by John Winthrop, Jr..... 1636
8. Settlement of New Haven by Eaton and Davenport..... 1638
9. The Connecticut towns adopt a Constitution, and unite under one government called the Connecticut colony..... 1639
10. Saybrook colony sold to Connecticut colony..... 1644
11. Boundary settled with the Dutch—[where] 1651
12. John Winthrop obtains a very liberal Royal charter..... 1662
13. Union of Connecticut colony and New Haven..... 1665
14. Boundary between New York and Connecticut settled..... 1683
15. Andros demands the Royal charter..... 1687
16. The General Court ordered to meet alternately at Hartford and New Haven..... 1701
17. Founding of Yale College..... 1702

TOPIC OUTLINE FOR RHODE ISLAND.

I. Banishment of Williams from Massachusetts.

1. When. 2. Why. 3. Effect. 4. Charges.

II. Founding of Providence.—1. When. 2. Where. 3. Why so called? 4. Founder. 5. Land, how obtained? 6. Government. 7. Faith. 8. Name.

III. Banishment of Anne Hutchison.—1. When. 2. Where. 3. Why. 4. Effect.

IV. Founding of Portsmouth and Newport.—1. When. 2. Where each. 3. Leaders. 4. Land how obtained. 5. Government. 6. Faith.

V. Union of Colonies.—1. When. 2. Parties. 3. Charter. When. By whom. Its liberality. 4. Declarations. 5. Conduct of Massachusetts.

VI. Important Dates.

1. Roger Williams banished from Massachusetts..... 1635
2. " " founds Providence..... 1636
3. Anne Hutchinson banished from Massachusetts..... 1637
4. " " and William Coddington found Portsmouth... 1638
5. " " " " " Newport ..1639
6. Rhode Island adopts a Democratic government..... 1647
7. Williams obtains a charter of incorporation in 1644
8. " " a Royal charter in..... 1663
9. Brown University (Rhode Island college) founded at Providence. 1764

TOPIC OUTLINE FOR NEW YORK.

I. The Dutch explorations. [See Dutch claim.]

II. Dutch grant. When. To whom. By whom. Territory. Name.

III. Dutch settlements.

1. New Amsterdam [New York] in.....1614

[a] Where. [b] Leader. [c] Purchase of land. Amount and price.

2. Fort Nassau [Delaware River] in.....1623

3. Fort Orange [Albany] in.....1623

4. Wahlebocht [Wallabout] in.....1626

5. Bruekelen [Brooklyn] in.....1626

IV. Dutch Governors.—Title. Number. Time. Work.

1. Peter Minutes.....1626
2. Walter Van Twiller.....1633
3. William Keift.....1638
4. Peter Stuyvesant.....1647

} See Knickerbocker History of New York. —Irving.

[a] Treatment of Indians. [b] Dealings with the English. [c] Conquest of New Sweden. When. Why.

V. Patroon Estates—Were granted by the Dutch West India Company in 1629, to any person who would within four years plant a colony of fifty persons in the grant. The estates were to have a frontage of sixteen miles on any river, and to extend back indefinitely therefrom. Two of these estimates were granted on the Hudson, and two on the Delaware.

[See anti-rent difficulties 1840.]

VI. Grant to the Duke of York.—1. Who. 2. When. 3. By whom. 4. Territory.

VII. Conquest by the English.—1. When. 2. By whom. 3. Circumstances. 4. Result.

VIII. English Rule.—Governors. Mode of Government. 2. Progress of the colony. 3. Their struggles did what?

IX. Important Dates.

1607, 1608 and 1609—Voyages of Henry Hudson.

2. Voyage of Captain May.....1611
3. " Adrian Block.....1614
4. Settlement of New Amsterdam.....1614
5. Settlements of Forts Orange and Nassau.....1623
6. " Brooklyn and Wallabout.....1626
7. Grant of New Netherlands to Dutch West India Company.....1621
8. " Patroon estates by " " " " 1629
9. Peter Minutes made Director.....1626
10. Walter Van Twiller made Director.....1629
11. William Keith made Director.....1638
12. Peter Stuyvesant made Director.....1647
13. Charles I. grants New Netherlands to the Duke of York.....1664
14. The English conquer New Netherlands.....1664
15. The Dutch re-conquer New York.....a1673
16. Dongan appointed Governor, and a charter of liberties adopted.....1683
17. The Governors of Virginia and New York conclude a treaty of peace with the Iraquois.....1684
18. Negro plot.....1741
19. Founding of Columbia college.....1754

TOPIC OUTLINE FOR NEW JERSEY.

I. Dutch Settlements.—1. At Bergen near mouth of the Hudson in 1618. 2. At Fort Nassau on the Delaware, near Philadelphia in 1623.

II. Early English Settlements.

1. Under whose authority and grant? 2. Where and when. 3. Why so so called?

III. Grant of New Jersey.—1. To whom. 1 and 2. By whom? Why so called? 4. Boundaries. 5. Previous grant to these proprietors. What. When. 6. Settlement. When. Where. Why so called?

IV. The Concessions—1. What. 2. By whom. 3. To whom. 4. When. 5. Governor. Who. When.

V. Growth of the Colony—Reasons. 1. A liberal constitution. 2. Fertile soil. 3. Equable climate.

XI. Sale of West Jersey—1. When. 2. To whom. 3. Why. 4. Subsequent History. 5. Quaker settlements. Salem in 1675, and Burlington 1676.

VII. Jersey Dividend-1. When. 2. Why. 3. Boundary line. 4. Names of parts. 5. Proprietors of each.

VIII. Sale of West Jersey—1. When. 2. To whom. 3. Former Purchase. 4. Price. 5. By whom.

IX. The Jerseys till the Revolution.

1. The Quaker rule. Barclay Governor.....1682–90
2. Andros' administration.....1681–1688
3. Periods of quarrels—Why. How settled.....1692–1702
4. Union with New York—When. Why.
5. History as a Royal Province.

X. Important Dates.

1. Grant of New Jersey to Berkely and Carteret.....1664
2. English Puritans found Elizabethtown.....1664
3. Connecticut people found Newark.....1666
4. Berkeley sells West Jersey to English Quakers.....1674
5. Division of Jersey into East and West Jersey.....1676
6. The heirs of Carteret sell East Jersey to the English Quakers....1682
7. All proprietors surrender their claim to the crown, and New Jersey made a part of New York.....1702
8. New Jersey made a Royal Province.....1738
9. College of New Jersey founded.....1746

TOPIC OUTLINE OF DELAWARE AND PENNSYLVANIA.

I. Grant of New Sweden—1. When. 2. To whom. 3. By whom. 4. Territory. 5. Name.

II. Swedish Settlements—1. At Christiana in 1638. Where. Leader. Founder. 2. Tinicum Island in the Delaware near Philadelphia in.....1641

III. Conquest by the Dutch.

1. When. 2. Leader. 3. Result.

IV. Transferred to Pennsylvania—1. When. 2. By whom. 3. Name

V. Grant of Pennsylvania to Penn—1. When. 2. Circumstances. 3. Territory. 4. Further grant. What. When. 5. Name. Why.

VI. Sketch of Penn—1. Who. 2. Education. 3. Social position. 4. Religious ideas. 5. Purpose in obtaining a grant. 6. History in England, and the Jerseys.

VI. Founding of the Colony—1. Treatment of the earlier colonists. 2. Indian policy. The treaty. Effect. 3. Philadelphia founded. When.

Where. Growth. Why so called? 4. The great law. What. When. Where, and by whom enacted? Provision.

VII. Further History—1. Penn's return to England. When. Directions. 2. The visit to the colony. When. Reception. 3. Delaware secedes. When. Why. Result. 4. Pennsylvania buys out the heirs of Penn. (a) When. (b) Price.

IX. Founding of Pennsylvania University.

1. When. 2. Where. 3. By whom. 4. Other work of its founder in the cause of education.

X. Important Dates.

1. Settlement of Christiana by Swedes	1638
2. Settlement of Tinicum Island by Swedes	1641
3. The Dutch under Stuyvesant conquer New Sweden	1655
4. Grant of Pennsylvania to William Penn by Charles I	1681
5. Penn sends over Markham with colonists	1681
6. Grant of Delaware to William Penn by Duke of York	1682
7. William Penn founds Philadelphia	1683
8. " " returns to England	1684
9. Secession of Delaware from Pennsylvania	1691
10. Penn visits the colony	1699–1701
11. Pennsylvania buys out Penn's heirs for $580,000	1779
12. Franklin founds the University of Pennsylvania	1749

TOPIC OUTLINE FOR MARYLAND.

I. Grant of land—1. When. 2. To whom. 3. Confirmed to whom. 4. By whom. 5. Purpose in obtaining a grant. 6. Why so called? 7. Charter. Liberality. 8. Remonstrance of Virginia. Why.

I. Settlement of Maryland—1. When. 2. Where. 3. Founder. 4. Leader. 5. Size. 6. Growth. 7. Religion. 8. Government.

II. Civil Wars in the Colony—1. Clayborne's rebellion (1635–1645). Who. Why. Settlements. Events. Results. On Baltimore, and on Clayborne. 2. Religious war (1652–60). Cause. Parties. Events. Results.

IV. Toleration Act.

1. What. 2. When. 3. Declaration. 4. Effect.

V. Trouble of the Baltimores.

1. When? 2. What? 3. How settled? 4. Later Act.

VI. Mason and Dixon Line 1763–7

1. What? 2. Why established? 3. By Whom? 4. Later History.

VII. Important Dates.

1. Grant of Maryland to George Calvert	1632
2. Grant of Maryland to Cecil Calvert	1634
3. Settlement of St. Marys by Leonard Calvert	1634
4. Claybourne's Rebellion	1635–45
5. The Religious War	1651–60
6. The Toleration Act	1649
7. Maryland made a Royal Province	1691
8. Maryland Restored to the Baltimore	1715
9. Mason and Dixon Line fixed	1763–7

TOPIC OUTLINE FOR THE CAROLINAS

I. Settlement without Grants. 1. By Virginians at mouth of Chowan River (1651)? 2. By New England—crosses at mouth of Cape Fear River, 1661.

II. Grant of Carolina. 1. First Grant. When? To whom? By whom? Territory? Effect?

2. Second Grant. When? To whom? By whom? Territory? Why so called?

3. Third Grant. When? By whom? To whom? Why?

III. Albemarle Colony. 1. When? 2. Where? By whom? 4. Governor.

IV. Clarendon Colony. 1. When? 2. Where? 3. By whom? 4. Governor. 5. Later History.

VI. The City of Charleston. 1. When? 2. Where? 3. Accessions. Who? When? Why? No marks.

XI. Division of Carolina. 1. When? 2. Why? 3. Parts? 4. Government?

VII. North Carolina—Albemarle Colony. 1. Source of accession. 2. Dissensions with the Home Government. Resistance to navigation laws, 1671. 4. Administration of Lothel, 1683–8. 5. Products.

VIII. South Carolina—Conteret Colony.

1. More rapid progress. Why?

2. Accessions. Who? Number? Work?

3. Staple products: Cotton and Rice. Introduced? When? How? Yield? Effect?

X. Tuscarora War. 1711–1713.

1. Cause? 2. Events? 3. Results? On Carolina? on Indiana?

3. Authors. Their ability and character?

2. Nature of the Scheme?

3. A failure. Reasons?

XII. Important Dates.

1. Grant of Carolina to Robt. Heath in	1630
2. Grant of Carolina to Seven Noblemen	1663
3. Grant of Carolina extended	1665
4. Albemarle colony under Drummond on Chowan River	1651
5. Clarendon colony under Yeamans on Cape Fear	1665
6. Corteret colony under Sayle on Ashley and Coper Rivers	1670–80
7. Grand Model drafted by Locke and Shaftesbury	1669
8. Tuscarora War	1711–13
9. Carolina divided, and the parts made Royal Provinces	1729

THE NEW COLONY—GEORGIA

I. Grant of Land—1. When. 2. To whom. 3. By whom. 4. How long? 4. Why so called? 6. Territory. 7. Previous claimants.

II. Sketch of Oglethorpe—1. Who. 2. Purpose in obtaining a Grant? 3. Work in England.

III. Founding of the Colony—1. When. 2. Where. 3. Emigrants—number and character. 4. Indian Policy—What Effect. 5. Early regulations of the Trustees—effects.

IVI. Religious Matters.

1. The founding of a Moravian Colony. When. Where.

2. The work of the Wesleys. Who. When.

3. The work of Geo. Whitfield. Who. When.

V. War with the Spaniards.

1. Cause. 2. Events. 3. Leader. 4. Results.

VI. The Progress of the Colony.

1. Reasons for slow growth.

2. The Colony made a Royal Province. Why. When.

3. The Slavery question in Georgia.

VII. Important Dates.

1. Grant of land to 21 trustees, for 21 years.....1732
2. Founding of Savannah.....1733
3. Oglethorpe returns to England to get another colony.....1734
4. The Moravians found Ebenezer.....1736
5. The Wesleys (Jno. and Charles) come to America.....1736
6. George Whitfield comes to Carolina and Georgia.....1738
7. War with the Spaniards.....1739–1742
8. Oglethorpe returns to England.....1743
9. Georgia made a Royal Province.....4752

REVIEW OF THE PERIODS OF SETTLEMENT.

(1607–1689.)

1. Grants to Territory.

1605—Acadia granted to DeMonts by King of France, 40° to 46° north lattitude.

1606—North Virginia granted to the Plymouth Company by King James I., of England, 41° to 45° north lattitude.

1606—South Virginia granted to the London Company by King James I., of England, 34° to 38° north lattitude.

1606—Intermediate Territory granted by King James I. to both Companies, 38° to 41° north lattitude.

1609—Virginia granted to London Company by King James I., of England, from 34° to 41° north lattitude.

1620—New England granted to the Council of Plymouth by James I., 40° to 48° north latitude.

1621—Nova Scotia, James I., Sir William Alexander by James I., from the Saint Lawrence to the Saint Croix.

1620—New Netherlands granted to the Dutch West India by Holland, from the Delaware River to the Connecticut River.

1622—Laconia granted to Gorges and Mason by the Council of Plymouth, from the Merrimac to the Kenebec River.

1629—New Hampshire granted to Mason by the Council of Plymouth, from the Merrimac to the Salmon Falls.

1630—Connecticut granted to Earl of Warwick by the Council of Plymouth, from Narragansett Bay, 120 miles west along the Sound, and north to Massachusetts.

1631—Connecticut transferred to Lord Say and Seal, and Lord Brooke.

1632—Maryland granted to George Calvert by Charles I. The land on both sides of Chesapeake Bay, from the Potomac River east to Delaware Bay, and River, and the Atlantic Ocean, and north to 40° north latitude.

1634—Maryland confirmed to Cecil Calvert.

1628—Massachusetts Bay granted to John Endicott and others, from three miles south of any part of the Charles to three miles north of any part of the Merrimac River.

1639—Maine granted to Gorges by the Council of Plymouth, from the Salmon Falls River to the Kennebec.

1663—Carolina granted to seven noblemen by Charles I., from the Saint John River in Florida to 36½ north latitude.

1664—New York to the Duke of York by Charles I., from the Delaware to the Connecticut, and from the Saint Croix to the Kennebec.

1664—New Jersey to Berkeley and Carteret by the Duke of York, from the Delaware to the Hudson.

1681—Pennsylvania granted to William Penn by Charles II., of England. The land west of Delaware River, from the open ocean below Cape Henlopen to 43° north latitude, and westward 5°.

1682—Delaware granted to William Penn by the Duke of York. [The three lower counties on the Delaware.]

1732—Georgia granted to twenty-one trustees for twenty-one years by George II., of England, from the Savannah to the Altamaha River.

1749—Ohio granted to the Ohio Company by George II., of England. Made up of five hundred thousand acres to be located on the north bank of the Ohio, between the Kanawa and Monongehela Rivers.

The Ohio Company was composed of Governor Dinwiddie, George Washington, Augustus Washington, and Thomas Lee.

I—ENGLISH RULERS OF THE COLONIAL PERIOD.

Elizabeth—(1558–1603) Authorized the adventures of Frobisher, Davis, Drake, Gilbert, and Raleigh.

James I—(1603–1625) Gave charters to the London and Plymouth Companies; made laws for Virginia; wrote a counterblast against tobacco; offended English Puritans, who took refuge in Holland and America.

Charles I—(1625–1649) Gave a charter to Massachusetts, and a proprietary patent for Maryland; at the end of the civil war with Parliament, was tried, condemned and beheaded.

Charles II—(1660–1685) Gave popular charters to Connecticut and Rhode Island; proprietary patents for all the country east of the Kennebec, and south of the Connecticut as far as Florida, and the Mississippi; renewed the Navigation acts which bore so heavily on the colonies.

The Commonwealth (Cromwell) 1650–1660 pass and rigidly enforce Navigation Laws. Great war with Holland. Persecution of Catholics in Maryland.

James II—(1685–1688) As Duke of York, proprietor of eastern Maryland, New York and New Jersey; as King, sends Andros to govern all the colonies east of the Delaware.

William III—(1689–1702) and Mary I. (1689–1694) called by the Whigs to the throne, gladly proclaimed by colonies. Gave a charter to William and Mary College.

Annie—(1702–1714) Takes a contract for supplying the Spanish West Indies with slaves. Sends Lord Cornbury to govern New York.

George I—(1714–1727) Elector of Hanover in Germany.

George II—(1727–1760) Grants Georgia to Oglethorpe in "trust for the poor." Has a part in the war of Austrian Succession, known in America by his name.

George III—(1760–1820) Of despotic temper, but loyally regarded by Americans.

[Eclectic History.]

TABLE OF SETTLEMENTS.

NO	NAME.	DATE	PLACE.	NATIO'Y	RELIGION.	FOUNDER.	LEADER.
1	Virginia	1607	Jamestown	English	Established.	Newport	John Smith
2	Massachusetts	1620	Plymouth	"	Puritans	Bradford	Miles Standish
3	New York	1623	New Amsterdam	Dutch.	Lutheran.		
4	New Hampshire.	1622	Dover and Portsmouth.	English	Puritans	Mason and Gorges.	
5	Maryland	1634	Saint Marys	"	Catholic with toleration	Cecil Calvert	Leonard Calvert
6	Connecticut	1634	Wethersfield	"	Puritans		Hooker or Steele
7	Rhode Island	1636	Providence	"	Baptist with toleration.	Williams	Williams
8	Delaware	1638	Christiana	Sweden	Lutheran.	Prim. Min. Sweden	Peter Minuites
9	North Carolina	1651	Chowan River	English	Established.	Lord Albemarle	
10	New Jersey	1664	Elizabethtown	"	Puritans and Quakers	Berkeley & Carteret	Drummond
11	South Carolina	1670	Old Charlestown	"	Established.	Carteret	
12	Pennsylvania	1683	Philadelphia	"	Quakers	Penn	Markham
13	Georgia	1733	Savannah	"	Establis'ed & Methodist	Board of trustees	Oglethorpe

COLONIAL PROGRESS.

—o—

I. Rate of settlement.

II. Great object in colonization.

III. Obstacles in the way of colonization. 1, 2, 3, 4 and 5.

IV. Population of the colonies in 1869. [a] New England. [b] Middle. [c] South. [e] Nationalities. Leading one.

V. Occupations—1. Farming. [a] Method. [b] Products. [c] Fruits. [d] Labor in the North. In the South. Growth of labor.

2. Manufacturing—[a] Where. [b] Products. [c] Why so slow. [d] Nature.

3. Commerce—[a] Coasting trade. What. [b] Fishing. Where. [c] Exports. [d] Imports.

4. Ship building. Where. Number.

VI. Money—1. At first. Corn, tobacco, furs, bullets, wampun. 2. Later. English and foreign coins. Massachusetts mint. Where. Pay. Pine-tree shilling. First paper money. When.

3. Federal money. When. Kinds.

VI. Means of Travel.

1. On foot, and on horseback.

2. Coasting sloops.

3. Wagons and coaches.

4. The roads of the time.

VIII. Manners, customs and morals.

1. Mode, and articles of dress.

2. Titles. What. Effect.

3. Amusements and pleasures.

4. Home life of the colonists. [a] Houses. [b] Furniture. [c] The kitchen. [d] Food. [e] Drink. [f] A standard dinner.

5. Morality. Its standard.

IX. African slavery.

1. Introduction. When. Where. By whom.

2. Slave trade in Europe.

3. The staple products in the South.

4. Slavery in the North and South.

X. The treatment of the Indian.

1. By Columbus. 2. By DeAyllon. 3. By Cartier. 4. In the West Indies. Hayti. 5. The spread of the news of their wrongs. Effect. 6. By Penn, Oglethorpe, and the French Jesuits. 7. The Puritans and the Indians.

8. The real causes of Indian atrocity.

9. The Indian Apostle. [a] Who. [b] Where. [c] When. [d] Life work. [e] Effect. [f] character.

10. The French Jesuits. Who. Work.

XI. Character of the Puritans.

1. Conduct in every day life. 2. Dress.

2. Amendments. 4. Authority of the magistrate and ministers.

5. Church matters. [a] Summons. [c] Conduct in church. [d] Music. Variety. [e] Sermons and Prayers. [f] Absence from church. [See George W. Curtis—"The Puritans"—A lecture.

XII. Government.

1. Leading feature. 2. Forms. [a] charter. What. Illustrations. [b] Proprietary. What. Illustrations. [c] Royal. What. Illustrations.

3. The Colonial Union of 1643—[a] Parties. [6] Purpose. [c] Effect. [d] Time.

4. The Colonial Assemblies—[a] Composition. [b] Head. [c] Powers.

5. The Laws of New England—[a] As to war. [b] As to immorality. [c] Church and State. [d] Voters.

6. The Blue Laws of Connecticut—[a] Why so called? [b] The law of Moses. [c] Immorality. [d] Disobedience. [e] Profanation of Sabbath, etc. [f] Voters. [g] Support of religion. [h] Attendance on school. [i] The marriage relation. [j] Capital offenses in Connecticut, in England.

XIII. Education.

1. Schools—[a] Where most fostered? Why? [b] Order of Massachusetts general court in 1647.

2. Colleges—[a] Harvard. When. Where. [b] Williams' and Mary's. When. Where.

3. Printed Matter—[a] Number newspapers. [b] Few books. [c] first printing press. When. Where. Work. By whom.

XIV—Religion.

1. General character.

2. Creeds—Place.

[a] Catholic, French and Spanish colonists, Maryland.

[b] Episcopal—Virginia, Carolina, Georgia, Maryland, (partly).

[c] Dutch reformed—New York and Delaware (partly)

[d] Baptist—Rhode Island.

[e] Methodist—Georgia.

[f] Puritan—New England, New Jersey (partly).

[g] Quakers—New Jersey, (partly) Pennsylvania, Delaware (partly).

[h] Huguenots—Carolina and New York (partly)

[i] Moravians—Georgia.

3. Persecutions—The war of sects. [a] Of Catholics by all. [b] Quakers by Puritans. [c] Of churchmen by Puritans. [d] Quakers, Puritans and Baptists by Churchmen.

4. The Great Awakening.

1. 1. What. 2. When. 3. Where. 4. Leaders. 5. Effect.

PERIOD OF INTER-COLONIAL WARS;

OR,

QUARRELS OVER CLAIMS—1689–1763.

(HODGIN'S OUTLINE OF UNITED STATES HISTORY.)

1.	King William's war	1689–1697
2.	Queen Anne's war	1702–1713
3.	The Spanish war	1739–1744
4.	King George's war	1744–1748
5.	French and Indian war	1754–1763

KING WILLIAM'S WAR.

I. Causes—1. Revocation of the Edict of Nantes, and persecution of the Huguenots by Louis XIV., of France, which caused an alliance of England with other Protestant nations against Louis.

2. James II., of England adhered to the divine of Kings and the Catholic religion. The English people believed in their right to a voice in the government, and in the Protestant religion. The English Revolution of 1688, drove James from the throne. His cause was espoused by Louis, of France.

3. Conflicting claims to territory in America. The French claimed from the Saint Lawrence, and Great Lakes indefinitely southward; and the English claimed from the Atlantic Ocean indefinitely by westward.

II. Alliances—[a] The Indians of Maryland and Canada with French. [b] The five Nations of New York with English.

III. Events—French Inroads—[a] On Dover, New Hampshire, July, 1689. [b] On Scenectady, New York, 1690; Barbarians. [c] On Salmon Falls, and Casco, Maryland. [d] By Indians on Haverhill, Massachusetts. [2] English expeditions. [a] Phipps, of Massachusetts, against Port Royal, 1600. Success. [b] Connecticut and New York against Canada, Quebec, Montreal, 1790.

III. Result—1. Persecution of Protestants allayed. 2. William and Mary, sovereigns chosen by the English Parliament, were confirmed on the throne, and the principle on which they were chosen, acknowledged by France.

3. Territorial boundaries in America unchanged.

4. Unity of sentiment among English colonies promoted.

V. Concluding treaty—When. Where.

QUEEN ANNE'S WAR—SPANISH SUCCESSION.

I. Causes—1. Louis XIV., tried to place upon the throne of England, James Frances Edward, son of James II; while Parliament had chosen Anne, Queen. [2] Louis placed his relative, Philip, of Anjou, on the throne of Spain in violation of a treaty to which England was a party for the preservation of the balance of power in Europe.

3. Conflicting claims to territory.

II. Events—1. In Europe. Campaign of Prince Eugene and Marlborough.

2. In the South. [a] English attacks. By South Carolina upon Saint Augustine, 1703. By South Carolina upon the Indian allies of Spain, 1703. [b] The French and Spanish attack on Charleston, 1706. [c] Accessory Indian wars: with Tuscaroras by South Carolina and North Carolina in 1711; with the Yamasee confederation, 1710.

3. In the North. The French. [a] General character of French warfare. [b] Exposed colonies. [c] Attacks on Deerfield, and Haverhill, Massachusetts.

The English—[a] First attempt to regain Port Royal, 1707. [b] Second attempt to regain Port Royal, 1710. [c] Attempt with England to capture Canada, 1711.

III. Results—[1] Philip confirmed on the throne of Spain. [2] Anne confirmed on the throne of England. [3] England gets possession of Hudson Bay Territory, Newfoundland, Nova Scotia, Island of Saint Christopher, Gibralter and Island of Minovca. [4] England obtained from Spain the "Assiento," a contract to furnish the Spanish colonies in America 4,800 negro slaves each year for thirty years; and to carry with them five hundred tons of "other" goods each year.

[5] Colonial unity still further promoted. IV. Concluding treaty. When. Where.

SPANISH WAR.

I. Cause—England's violation of the commercial clause of the Assiento.

II. Events—1. Oglethorpe leads an expedition against Florida, 1740. 2. Spaniards invade Georgia, 1742.

III. Results—Unimportant. (No treaty.)

KING GEORGE'S WAR—AUSTRIAN SUCCESSION.

I. Causes—1. England and France took opposite sides in the war of Austrian Succession.

2. Louis XV., of France tried to place on the English throne Charles Edward, grandson of James II.

3. Conflicting claims to territory.

II. Alliances—[a] Indians of Canada and Maryland with France. [b] Six nations—Neutral. [c] In Europe, England, and Austria, France, Prussia, and Spain.

III. Events—French and Indian invasions—[a] Upon Casco, 1744. Upon Williamstown, Massachusetts. [c] Upon Saratoga, New York. Try to recapture Louisburg in 1746.

4. The colonial troops take Louisburg in 1745.

III. Effects—1. Maria Theresa confirmed on the Austrian throne.

2. Charles Edward's claims to the English throne abandoned. 3. Territorial boundaries unsettled.

4. Colonies learned to take care of themselves, and their common dangers and common interests bound them together.

V. Treaty concluding—When. Where.

FRENCH AND INDIAN WAR—SEVEN YEAR'S WAR.

I. Causes—1. England and France took opposite sides in the seven year's war in Europe.

2. Conflicting claims to territory in America.

3. Struggle of the French and English for commercial and political supremacy in India.

II. Alliances—1. In Europe. [a] Austria, Poland, Saxony, Russia and France. [b] Frederick, the Great, of Prussia, aided by England.

2. In America—[a] Indians of Canada and Maryland with the French. [b] The Six nations with the English.

III. Objective points in this war.

1. Fort DuQuense—[a] Controlled the water route from Canada to the Ohio valley. [b] Menaced the frontiers of Virginia and Pennsylvania.

2. Niagara—[a] Controlled the Northern Newfoundland for trade. [b] Threatened western New York, and Northern Pennsylvania.

3. Crown Point and Ticonderoga—[a] Controlled the water-route from Canada to northern New York, and New England. [b] Rendezvous for French trading, and marauding expeditions. [c] Threatened New York, and menaced New England.

4. Louisburg—[a] Controlled New England and Newfoundland fisheries. [f] Harbored French privateers. [c] Had an excellent harbor. [d] Strongest point in America.

5. Quebec—[a] Strongest post in Canada. [b] Controlled the Saint Lawrence River. [c] Centre of French power in America.

IV. Other objective points.

1. In Pennsylvania—[a] Presque Isle. [b] LeBouffe. [c] Venango. [d] Necessity. [e] Cumberland.

2. In New York—[a] Oswego. [b] William Henry. [c] Edward.

3. Canada—Fort Frontenac.

V. 1753—1. The French build Forts Presque Isle, LeBoufle, and Venango in north-western Pennsylvania. [2] Capture English traders and surveyors in the Ohio valley. [3] Break up an English Post on the Miami.

4. Journey of Washington. When. Where. Distance. Work. Effect.

1754—1. The Ohio Company erect a stockade at Pittsburg. 2. The French capture, complete it, and name it DuQuense. [3] Expedition of Washington. [a] Defeats Jumonville. [b] Surrenders Fort Necessity and returns to Virginia.

4. Congress of the colonies at Albany. [a] Purpose. [b] Leader. [c] Work. [d] Effect.

1755—[1] Braddock tries to take DuQuense.

[2] Moncton takes Acadia, and banishes the Acadians.

[See Longfellow's Evangeline.]

3. Shirley tries to take Niagara, and builds Fort Oswego.

4. Johnston tries to take Crown Point and Ticonderoga, and builds William Henry.

1756—[1] Montcalm takes Oswego. [2] Armstrong defeats the Indians at Kittanning, Pennsylvania.

1757—[1] Loudon tries to take Louisburg. [2] Montcalm takes William Henry.

1758—[1] Amherst takes Louisburg. [2] Abercrombie tries to take Ticonderoga. [3] Bradstreet takes Fort Frontenac. [4] Forbes and Washington take DuQuense—[Pittsburgh] Why.

1759—[1] Generals Pridaux and Johnston take Niagara and Oswego.

2. Amherst takes Crown Point, William Henry and Ticonderoga.

[3] Wolfe takes Quebec.

1760—[1] DeLevi defeated at Sillery, trying to take Quebec. [2] Amherst takes Montreal.

[3] Colonels Grant and Montgomery defeat the Cherokees.

VI. Concluding treaty. When. Where.

VI. Results—1. Gave to England all territory east of the Mississippi River, except the Island and city of New Orleans and Florida.

2. The French cede Florida to Spain, and retain three small islands near New Foundland as fishing stations. They cede the country west of the Mississippi to Spain.

3. This war determined whether the United States should be English or French. Protestant or Catholic. Monarchical or Republican.

4. It gave the English colonists an education in warfare, thus preparing them for the revolutionary struggle.

[See the poem "Ticonderoga and Montcalm."]

VIII—General effect of these wars.

[See Barnes's brief history.]

IX. Pontiac's war—1. Who. 2. Purpose. 3. When. 4. Where. 5. The confederacy. 6. Character of the leaders. 7. Events. 8. Results.

[See Lossing and Newman.]

ACTS OF OPPRESSION BEFORE THE PARLIAMENTARY STRUGGLE

The seeds of the Revolution were sown far back in the colonial history. The exactions of the royal governors, and the obstinacy of many of the English rulers in the governing of the descendants of people, who had come here to escape some form of persecution in Europe reacted in such a way as to

make the people suspicious of arbitrary power. The free institutions, and the absence of class-legislation among the people soon developed a capacity as well as a desire for self-government. The oppressive, and unwise commercial policy of England also did much to alienate the colonies from the mother country as the following will show:

1. Navigation laws—1651, 1660, 1663, 1672.

[See Newman, page 181; page 186; page 192; page 200.]

2. Royal Custom-House established in the colonies to collect duties between colonies.....1672

3. Board of trade (composed of seven members called Laws of Trade to reside in England) to have general oversight and control of the colonial trade. 1696

4. Courts of admiralty (made up of revenue officers) to try all revenue cases without a jury.....1697

4. Timber controversy (caused by the confiscation of timber selected by the surveyors for the government's use) in New England.....1722

5. The colonists forbidden to sell timber to Spain or Portugal.....1722

6. The Board of Trade ordered to report in respect to trade and manufactures carried on in the colonies, "detrimental to the trade, navigations, and manufactures of Great Britain." They mentioned in their report the paper mill of Massachusetts and the general manufacture of shoes.....1731

7. Hat act, forbidding the exportation of hats, and limiting the apprentices to a hat-maker to not more than two.....1732

8. Molasses act, laying excessive duties on all molasses, sugar, and rum imported into the colonies from the West Indies.....1733

9. An act, forbidding any exportation of cotton, or woolen goods from one colony to another.....1732

10. An act, forbidding the making of any iron, or steel in the colonies (saying of Pitt.).....1750

11. Resolution of the House of Commons, "That the right in a colonial assembly to raise, and apply public revenues by its own act alone, is derogatory to the crown, and to the rights of the people of Great Britain".....1757

12. Writs of Assistance (James Otis).....1761

13. The Parson's Cause (Patrick Henry) in Virginia.....1763

"The object of all this was to secure an American market for English goods at a high price, and an English market for American goods at a low price."—Taylor.

Period of the Revolution.....1763–1789

I. The Parliamentary struggle.....1763–1775

II. Actual war.....1775–1883

III. The development of the Constitution.....1783–1789

THE PARLIAMENTARY STRUGGLE.

Introduction:

1. When the French and Indian war was closed by the treaty of Paris in 1763, the colonists looked forward to long years of prosperity and repose. George III. had been recently seated on the throne (1761). Having confidence in his integrity, and having lately felt the justice of the government under the direction of Pitt, they were disposed to forget past grievances, and seek the glory of England. But trouble soon came. This war costing England $560,000,000, had exhausted the treasury, and the ministers devised various schemes for replenishing it. They had observed the resources of the colonists, as manifested by their efforts during the recent struggle, and as they were

relieved from further hostilities by the subjugation of Canada, (1759) the government looked to them for aid. Instead of asking it as a favor, it was demanded as a right; instead of inviting the colonial assemblies to levy taxes and make appropriations, the government assumed the right of taxation.—Lossing.

ACTS OF THE DIFFERENT YEARS.

I. George Greenville proposes direct taxation of the colonies. Who. Cause. Effect.....1764

II. Old molasses Act strictly enforced.....1764

(a) What. (b) When. (c) Effect now:

III. Stamp act passes—1. Cause. 2. Purpose.....1765

3. Author. 4. Provisions. 5. Effects. (a) Popular indignation meetings of colonists. (b) The Virginia, Massachusetts, and New York assemblies pass resolutions against the act. (c) meeting of Colonial Congress. When. Where. Representation. Effects.....1765

(d) Associations formed. Non-importation. Purpose. Members. Sons and Daughters of Liberty. Purpose. Work. Methods. Anti-English Luxury Societies. Purpose. Members. (e) Effect on enforcement. Stamped paper returned to England, or destroyed. Stamp officers threatened and insulted, and their property destroyed. Great loss to English manufactures and merchants.

IV. Quartering or meeting act passed.....1765

1. Provisions. 2. Cause. 3. Effect.

V. Stamp act repealed.....1766

1. Causes. (a) Determined and continued opposition of colonists. (b) Loss to English commerce. (c) Opposition of eminent English statesmen, William Pitt, Edmund Burke, Colonel Barre, and the Marquis of Rockingham.

2. Effects—On England and on America.

3. Reservation of Parliament—The right of taxation.

4. Change of sentiment in colonies—No taxation at all.

VI. The three acts passed.....1767

1. Tax on tea, glass, paints, lead, paper, painter's colors.

2. Board of Revenue Commissioners appointed. (a) Where. (b) Powers. (c) Work. (d) Effect.

3. Power of New York Assembly suspended. Why. Effect. Results. Same as after stamp act.

VI. Massachusetts Assembly dissolved by Governor Bernard.....1768

1. Cause—Refusal to rescind their act, "calling on the other colonies," to unite with them in obtaining a redress of grievances. Effect.

VIII. Seizure of John Hancock's sloop, "Liberty".....1768

1. Cause—Charged with violating revenue laws. 2. By whom. Revenue officers. 3. Effect. Great excitement.

IX. General Gage ordered to America with troops.....1768

1. Where stationed? 2. Purpose. 3. Rendezvous. 4. Number. 5. Effect. 6. Arrival. When. Where.

X. Declaration of Parliament as to Massachusetts people.....1769

1. Nature—Rebels, and proposes to send traitors to England for trial. 2 Why. 3. Effect.

XI. Dissolution of Virginia and North Carolina Assemblies.....1769

1. By whom. 2. Cause. Censure of act X. 3. Effect.

XII. Popular Insurrection in North Carolina.....1769

(a) Where. (b) Cause. (c) Effect.

XIII. Lord North's tea tricks 1770–4

(a) Who. (b) Purpose. (c) Method. (d) Effect. (e) Reception of tea in America.

XIV. Affray between citizens and soldiers in New York city. Cause. Events. Effects.....1770

[See Scribner—New York in the Revolution.]

XV. Boston Massacre. (a) When.....1770

(b) Cause. (c) Circumstances. (d) Effects. (e) Trial of soldiers. When Advocates. Result.

XVI. Regulator war.

(a) Where. (b) Cause. (c) Events. (d) Effects.....1771

[See Lossing's Field Book of Revolution, vol. I.]

XVII. Declarations of Parliament..... 1772

4. The Governor and Judges of Massachusetts should be paid a salary named by the King, without consent of the assembly.

2. All persons committing crimes against the King's officers to be sent to England for trial.

XVIII. Burning of the revenue schooner, Gaspee.....1772

(a) Where. (b) By whom. (c) Leader. (d) Effect.

XIX. Lord North sends tea to America.....1773

1. Purpose. 2. Reception in Charleston and New York.

XX. Boston tea party.

(a) When. (b) Where. (c) Events. (d) Effects.....1773

XXI. Committees of inquiry and Correspondence.....1773

(a) Purpose. (b) Work. (c) Results.

XXII. Retaliatory measures of Parliament.....1774

1. Boston port bill. 2. What. 3. Effect. 1. Cause.

2. Annulling of the charter of Massachusetts.....1774

(a) Causes. (b) Effects.

3. All persons committing murder in defense of the crown to be sent to England or some other colony for trial.....1774

XXIII. Meeting of First Continental Congress.....1774

(a) When. (b) Where. (c) Purpose. (d) Work. (e) Representation. (f) results. [See Seavey, page 110] Great names.

XXIV. Governor Dunmore dissolves the Virginia Assembly.....1774

(a) Cause—They voted the Boston port bill, an "act of tyranny and oppression." (b) Effect. (c) Work of Patrick Henry.

XXV. General Gage made military Governor of Massachusetts.....1774

1. Purpose. 2. Order. To reduce the colonists by force. 3. Work. Occupies Boston, seizes provincial arsenals, and fortifies the hills about Boston.

XXVI. Declaration of Parliament.....1774

1. Massachusetts in a state of rebellion.

2. The other colonies aiding her in rebellion.

3. Ten thousand troops ordered to America.

XXVII. Meeting of the Massachusetts Assembly.....1774

(a) Where. (b) Representation. (c) Work. Vote. £20,000 for equipping minute men. Who. Why so called?

XXVIII. Colonial preparation for war.

1. Massachusetts organizes "Minute Men."

2. Virginia organizes her militia under Washington, and Patrick Henry says, "I repeat it, we must fight."

3. All the colonies ready for war.

XXIX. Declarations of Parliament.....1775

1. No conciliation with the rebels of America.

2. Forbids fishing on the banks of Newfoundland.

3. Restricts colonial commerce.

XXX. Colonial parties.

1. Royalists. Tories. (a) Who. (b) Why so called? (c) Relief. (d) Later history.

2. Whigs, [Rebels] (a) Who. (b) Why so called?

3. The resolution of King George. Effect.

In these twelve years in which a great orator said, "we have petitioned," "we have remonstrated," "we have prostrated ourselves at the foot of the throne," were developed the following.

CAUSES OF THE REVOLUTION.

I. The British government claimed the right to regulate and control the entire trade and commerce of the colonies.

(a) Ground. (b) Enforcement. Navigation laws, etc.

II. The British government claimed the right to appoint governors, who should hold office during the King's good pleasure. It was also claimed that the governors should be made independent of the colonies by a permanent salary, to be paid by them.

III. The British Government claimed that all colonial judges should be appointed by the King, and hold office during his good pleasure.

IV. The British claimed the right of direct or internal taxation.

(See Hodgin's Outline of United States History, page 25–29.)

Colonial motto—no taxation without representation.

—o—

ACTUAL WAR--1775-1783.

—o—

INTRODUCTION—METHOD OF STUDY.

—o—

1. Study the campaigns of each year, getting the plan, parts, events, and effects.

2. Learn the winter quarters of each army, each winter, for from these as centers, the next year's work is done.

3. Study the political events of the war, and their bearing on the military events. 4. Study the financial history of the war, and its effect on the subsequent history of finance.

1775– 1. Battle of Concord and Lexington.

1. Cause. 2. When. 3. Where. 4. Events. 5. Effects. (a) On the colonists. On England. (See Paul Reveve's Ride—Longfellow.)

II. The Mecklenburg Declaration of Independence.

1. Cause. 2. By whom. 3. When. 4. Where. 5. Effect.

(See Lossing's Field Book of Revolution.)

III. Battle of Bunker Hill.

1. When. 2. Where. 3. Cause. 4. Leaders. 5. Events. 6. Effects.

IV. Second Continental Congress.

1. When. 2. Where. 3. Representation. 4. Work. Resolutions. Bills. 5. Preparation for war.

V. Work of Washington.

1. Forces. 2. Condition of army. 3. His subordinate officers. Who. Ability. 4. Difficulties in regard to the soldiery. Effect.

VI. Invasion of Canada.

1. When. 2. Leaders. 3. Purpose. 4. Plan. 5. Events. 6. Results.

VI. The postal system.

1. When adopted? 2. Postmaster General. 3. Powers. 4. Duties. 5. Town. When. Where. Time. Purpose. Events. Effects.

VIII. The answer of King George.

1. How often petitioned—When. By whom. Effect.

2. Loyalty of the colonies—3. Nature of the answer. 4. Demand. Effect.

IX. [See below.]

1. The Revolutionary Government.

1. Head. 2. Nature. 3. Powers. How devised. Effect.

IX. Winter quarters.

1. British under Gage in Boston—Why. 2. Americans under Washington around Boston. Why.

II. The Declaration of Independence.

1. Growth of the idea of Independence—(a) Speed. (b) Cause. 2. Resolutions in Congress. (a) When. (b) Mover. (c) Nature. 1, 2 and 3. 3. Debate of these resolutions. Effect. 4. The appointment of a committee. (a) Purpose. (b) Number. (c) Names. (d) Chairman. (e) Author. (f) Work of John Adams. 5. Reception of the Declaration. (a) By the colonial assemblies. (b) By the soldiers. (c) By the people. (d) By friends of freedom in Europe. (e) By the King, and Parliament.

III. The British soldiery.

1. The regular English soldiers—How secured. Work.

2. The Germans. (Hessians) How secured.

3. The Indian allies. (six nations) How secured.

IV. The siege of Boston.

1. When. 2. Forces. 3. Leaders. 4. Purpose. 5. Effect.

V. The attack on Charleston.

1. When. 2. Leaders. 3. Where. 4. Events. 5. Effects.

VI. The operations in New York and New Jersey.

1. Leaders. 2. Battles. 3. Forces. 4. Events. 5. Mode of warfare. Effect.

VII. Results of the campaigns.

1. As to independence. 2. As to losses in life. 3. As to the condition of the army. 4. As to quarrels about rank. As to congressional effect. 6. As to treatment of prisoners. Where. Effect. Remedy.

VIII. Winter quarters.

1. Americans at Morristown, New Jersey. Why. 2. British under Clinton at New York and Howe, at New Brunswick. Why.

1777—I. The Powers of Washington.

1. Why increased? 2. Effect. 3. Work during 1776-7. Winter. Effect. 4. Remarks of British officers. Of Frederick the Great. Who. 5. Military policy. Nature. Why. Effect.

I. Burgoyne's invasions.

1. Place. 2. Time. 3. Purpose. 4. Leaders. 5. Plan. 6. Parts. 7. Events. 8. Results.

(See Creasey's decisive battles.)

III. The Philadelphia campaign.

1. When. 2. Leaders. 3. Purpose. 4. Battles. 5. Events. 6. Effects.

IV. Winter quarters.

1. Americans under Washington. Valley Forge. Why.

2. British under Clinton at New York, and Howe at Philadelphia. Why.

V. Effects of these campaigns.

1. On the mass of the people.

2. On the Tories. Treatment.

3. On Europe—Particularly France and Spain. Why.

4. On the liberal party of England—How shown?

5. Offers of pardon by Howe—(a) Purpose. (b) Effect. (c) Action of Washington. Effect.

VI. Arrival of Lafayette.

1. Who. 2. Real name. 3. Purpose. 4. Age. 5. Action of King of France, and of the British Minister. Effect. 6. Rank. 7. Services. 8. Relation to Washington. 9. Later history in France, and in the United States.

VII. The winter, at Valley Forge.

1. Condition of the army as regards food, clothing, shelter, and munitions of war. 2. Work of Congress. 3. Action of Washington.

4. The Conway cabal—(a) What. (b) Leader. (c) Purpose. (d) Effect on army people, and the members of the cabal.

VIII. Adoption of articles of confederation.

1. When. 2. By whom. 3. Powers of Congress. 4. The need of such a Union. 5. Ratification by States. Rule. Why so slow? When. (See interregnum.)

IX. Adoption of the flag.

1. By whom. 2. Name. 3 Plan. 4. First used. When. Where. By whom. 5. Later history. Change. Why.

1778—I. Alliance with France.

1. Agent of the United States. Character. Ability. 2. Why not successful at first? 3. Cause of success. 4. Nature of the treaty. 5. Effects. (a) On England. (b) On other nations. (c) On the United States. (d) On the coming of military men to the United States.

II. Offers of distinguished Foreigners to serve the United States. Work of each.

1. France—Lafayette 1777
2. Poland—Kosciusko and Pulaski 1778
3. Germany—Steuben and DeKalb 1778
4. England—Charles Lee 1778
5. Ireland—Conway 1777
6. French—De Grasse, 1781. De Estaing 1777

7. Rochambeau 1781

III. Removal of Howe.

1. Position. 2. Cause. 3. Successor.

IV. Battle of Monmouth.

1. When. 2. Where. 3. Leaders. 4. Retreat of Lee. Effect. 4. Effect of the battle.

V. The massacre of Wyoming.

1. Where. 2. When. 3. Leader. 4. Indians. 5. Work. 6. Effect.

VI. French aid.

1. Promised at Newport, Rhode Island. Effect. 2. The French fleet. Where. When. Leader.

VII. Results of the year.

1. As to the British. Position. 2. As to the American position.

VIII. Winter quarters.

1. Americans under ——— . Middlebrook, New Jersey. Why.

2. British under Clinton, at New York, and under Prevost at Savannah, Georgia.

1779—I. The Southern campaign.

1. Center. 2. Leaders. 3. Parts, 1, 2, 3 and 4. 4. Events. 5. Effects.

II. The Northern campaign.

1. Nature. 2. Policy of each party. 3. Work. 4. Effect.

III. Naval operations.

1. The navy in 1775—(a) By whom authorized? (b) Size. 2. Work in 1776. 3. First Admiral. Successor. (a) Who. (b) Nationality. (c) Work. (d) Greatest naval fight. What. Where. Result.

IV. The Continental money.

1. Amount. 2. Value.

3. Cause of depreciation—(a) The cause of independence doubtful. (b) French alliance of little benefit. (c) The English counterfeiting continenal money. Inconsistency. 4. Expedients for raising money.

V. Results of the year.

1. Upon the Americans. 2. Action of Parliament. 3. Internal dissensions. 4. Saying of Washington.

1780—I. Siege of Charleston.

1. Leaders. 2. Events. 3. Effects.

II. Battle of Camden.

1. When. 2. Where. 3. Leaders. 4. Events. 5. Effects.

III. Partisan warfare.

1. What. 2. Where. 3. Leaders. 4. Work.

IV. Arnold's treason, and Andre hung.

1. The story of Arnold's life. Character. Work. Treason. Result.

2. The story of Andre's mission. Capture. Trial, and execution.

V. Winter quarters.

1. Americans under ——, at Norristown, New Jersey. Why.

2. British under Clinton, at New York, and Cornwallis in South Carolina.

1781—I. Meeting of the Continental soldiers.

1. When. 2. Where. 3. Why.

4. Action of General Lafayette. Effect.

5. " " Wayne. Effect.

6. " " Congress. Effect.

7. The principle at stake? How shown?

II. Financial matters.

1. Condition of finances—2. The financial agent of the United States. Who. Work. Effect. Credit.

III. General campaign.

1. When. 2. Where. 3. Aid. 4. Parts. (a) Battle of Cowpens. (b) Greene's retreat. (c) Battle of Grilford Court-House. When. Where. Effect of each.

IV. Battle of Eutaw Springs.

1. When. 2. Where. 3. Events. 4. Leaders. 5. Effects.

V. Marauding expeditions.

1. In New England—Under Arnold. Work.

2. In Virginia—Under Arnold.

3. " " Cornwallis.

VI. Siege of Yorktown—(a) Preparation for the siege. 2. French aid. 3. When. 4. Where. 5. Events. 6. Effects. (a) On the army. (b) On the people. (c) On Congress. (d) On Parliament and King. (e) On the Liberty party.

VII. Winter quarters—(1780–1783.)

1. Americans under Wayne near New York. Why.

2. British under Clinton, at New York, and Cornwallis at Wilmington, North Carolina.

3. Americans near the Hudson, at Newberg, under Washington.

4. British under Clinton, at New York, and Leslie at Savannah.

5. Americans under Washington, at Newberg, New York, and General Wayne, at Savannah, Georgia.

6. British under Clinton and Carleton, at New York, and Leslie, at Charleston, South Carolina.

GENERAL TOPICS.

I. The end of the war.

1. Action of the Whig party in England.

2. Change of military leaders—(a) Who. (b) Instructions.

3. Action of Parliament—The city of London. Spain and Holland and the King.

II. The treaty of Paris.

1. When. 2. Where. 3. Commissioners. 4. Provisions. (a) As to independence. (b) As to the boundaries of the United States. [c] As to fishing on Newfoundland. [d] As to Florida.

III. Disbanding the army—1. When. 2. Where. 3. Why opposed? 4. The desire to make Washington a King. 5. The work of Washington.

IV. Cost of the war.

1. To our country in money, and lives.

2. To England " "

3. Effect on industries, education, and progress.

V. Washington's retirement.

1. Resigns his commission—When. Where.

2. Farewell to officers—When. Where.

3. Journey to his home—Where. Treatment of people. Subsequent History.

VI. Work of Thomas Paine in the Revolution.

Common Sense.—This was the title of a pamphlet written by Tom Paine, and published about the commencement of 1776. It is said to have been pre-

pared at the suggestion of Dr. Rush, of Philadelphia. It was the earliest and most powerful appeal in behalf of independence; and probably did more to *fix* the idea firmly in the public mind than any other instrumentality. So highly was its influence esteemed that the Pennsylvania Legislature voted the author $2,500. It was very highly appreciated by Washington, and the people at large. Common Sense was the signature which Paine usually affixed to his earlier political writings.

He also wrote a series of pamphlets, entitled the "Crisis," which were admirably adopted to the state of the times, and which did much toward keeping alive the spirit of independence. The *first* pamphlet was published December, 1776. Paine was then in Washington's camp. It was read at the head of the army, and its strong, truthful, language had a powerful effect on the army, and among the people. The *second* crisis was published in January, 1777. It was addressed to Lord Howe, and ridiculed his Proclamation, etc. The *third* number was published at Philadelphia, in April, 1777. This was devoted to an examination of the events, since the Declaration of Independence, and a reiteration of the arguments in favor of that measure. In September, immediately after the battle of Brandywine, the *fourth* crisis was published. It was a cheering trumpet-blast to the army. In March, 1778, the *fifth* crisis was published at Lancaster, Pennsylvania. It consisted of a letter to Sir William Howe, and an address to the inhabitants of America. The *sixth* crisis was issued in October, 1778. It was a letter to the British Commissioners. (Carlisle, Clinton and Eden) The *seventh* was issued from Philadelphia, November 21, 1778. It was an address to the people of England. The *eighth* crisis was a second address to the people of England, in March, 1780. In June, 1780, the *ninth* crisis appeared. In October, 1780, the *crisis extraordinary* was published. It was a long discussion on taxes. The last three numbers were written at the instigation of Robert Morris, the financier, with the knowledge and approval of Washington. One other on general topics, and one in May, 1782, on the *present state of news* completed his work.

VIII—THE REVOLUTIONARY LITERATURE.

Extending from 1765 to 1815, or from the passage of the Stamp Act, until the close of the second war with England. Pretty much all the literature of that is real, and heartfelt, and is political in its nature. Noteworthy names are:—

Benjamin Franklin, [1706–1790] "Autobiography"
Thomas Paine, [1737–1809] "Common Sense"
Thomas Jefferson [1743–1826] "Declaration of Independence"
Alexander Hamilton, [1757–1804] "The Federalist"
Francis Hopkinson, [1737–1791] "The Battle of the Kegs"
John Trumbull, [1750–1831] "McFingal"
Joel Barlow, [1755–1812] "The Columbiad"
Phillip Freneau, [1752–1832] Poems
Benjamin Thompson, (Count Rumford] Scientist
Timothy Dwight, [1752–1817] Theology
Fisher Ames, [1758–1808] "A Razeed Burke"
Charles B. Brown, [1771–1810] "Arthur Mervyn"
Alexander Wilson, [1776–1813] Orthnologist
William Wirt, [1762–1831] "The British Spy"
[Gilmore's English Literature.]

THE INTERRUGNUM—1783-1789.

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Sec. 1. This period includes the time, from the close of the Revolutionary war, as marked by the treaty of Paris, [1783] to the beginning of Washington's administration, 1789.

In this period, fraught with so much danger to the Republic, was demonstrated the need of a better system of government. When this need had become fully known to the people, the great statesmen of the time began to cast about for some plan by which the people might be made sure in those rights, for which they had sacrificed so many lives, and such great treasure.

From the need of the people, and untiring and ceaseless activity of the noble statesmen of that time, was developed that grand and lasting charter of American liberty—the Federal Constitution.

Sec. 2. During our history as a nation, the following instruments have served as the supreme law of the land; for this reason they are sometimes termed, our National Charters:—

I. The Articles of Association 1774
II. The Declaration of Independence 1776
III. The Articles of Confederation 1778
IV. The Federal Constitution 1787

Sec. 3. *The Articles of Association* were adopted by the second Continental Congress, while in session at Philadelphia, October 20, 1774. These articles were designed as they, themselves state, "To obtain a redress of grievances, which threaten destruction to the lives, liberty, and property of his majesty's subjects in North America." The compact was, as is stated in the articles, "a non-importation, and non-exportation agreement" against England They were signed by fifty-two members, from all the different colonies, except Georgia; and included the names of such men as the Adam's, Deane, Jay, Lee, and Washington.

The idea of the Embargo, and Non-Intercourse Laws of Jefferson's Administration seems to have been borrowed from these old colonial regulations.

Sec. 4.—THE DECLARATION OF INDEPENDENCE.

By the acts of association the colonies had formed themselves into *United colonies;* by this act they formed themselves into the *United States.* This declaration—A National Act—being still in force, constitutes "the" *basis* of American constitutional law, and supplies an authentic, and authoritative standard by which all constitutional theories, and expositions should be tested. It was "the corner-stone of our confederacy," and is "*above* all constitutions, and all laws."

Sec. 5.—THE ARTICLES OF CONFEDERATION,

Were agreed to by the National Congress at Philadelphia, in November, 1777, and signed July 8, 1778. In this union all the states were represented, and it was designed, as another part of the title states to be *perpetual.* The articles of Confederation found the Union and Nation already in existence, and were only designed to be detailed regulations of the same. They were adopted to meet the exigencies of a state of war. Their principal provisions referred

to such a condition of affairs, and were dormant in time of peace. The state legislatures were slow to adopt these articles, however twelve colonies ratified them by May, 1779. Maryland refused to ratify them until the question of the jurisdiction of the states, and the national government over the crown lands should be satisfactorily settled. The several states, having about the close of the war, ceded their lands to the general government, Maryland does the same, and March 1, 1781, joins the confederacy. These articles then became the organized law of the Union, and remained such until the adoption of the Constitution.

OUTLINE OF THE ARTICLES OF CONFEDERATION.

SEC. 6. I.—PREPARATION FOR THE ADOPTION OF THESE ARTICLES.

"Before the end of the year, 1776, most of the States had settled their forms of State Government. These were generally such adaptations of the old colonial governments as the altered condition of affairs seemed to demand. But there was greater difficulty in settling a collective government for all the States. The idea of popular sovereignity, of local government, had spread from the township to the county; and from the county to the colony, without evil results. But the difficulty of inter-communication, and the diversity of local interests, caused each state to regard the others as, in great measure, foreign soil. And, now that a confederacy was to be formed, the determination of each state to allow no dictation from its neighbors, or from the new Federal Government, was found to be an inseperable barrier against the formation of a close union. Summary—In their anxiety to be without a master, the States left themselves without a government."—Johnston.

SEC. 7. I—CONDITIONS OF THE UNION.

1. Representation in Congress—Not more than seven, nor less than two delegates from each state, to be chosen by the Legislature.
2. Equality of the States—Each have one vote; no matter how great the population or wealth.
3. Executive Officer—No President, no Executive power except committees of Congress.
4. Voting on important measures—The votes of nine states.
5. Voting on amendments—The votes of all states.

SEC. 8. I—POWERS OF CONGRESS UNDER THE CONFEDERATION.

1. Could declare war, and grant letters of marque and reprisal.
2. Could fix the amount of revenue.
3. Could borrow, and coin money, and contract debts.
4. Could decide disputes between states.
5. Could make treaties with foreign powers.

Summary—Had merely an advisory power at best.

SEC. 10 IV—DEFECTS OF THE ARTICLES OF CONFEDERATION.

1. The government had no executive officer.
2. No power to furnish offenses against its laws.
3. No power to effectively perform its duties.
4. Could not arm, enlist, or support an army.
5. Could not make states abide by its decisions in disputes.
6. Could not prevent individual states from violating foreign treaties.
7. Could not compel the states to collect their share of taxes.
8. Could not regulate either foreign or domestic commerce.

Summary—"In everything the states were to be sovereign, and their

creature, the Federal Government, was to have only *strength* enough to bind the states into nominal unity, and only *life* enough to assure it of its own practical impotence."

SEC. 2. V—THE EFFECTS OF THE WEAKNESS

Of the Articles of Confederation.

1. Congress lost its dignity, power, and home.
2. Congress could not obtain a quorum to ratify the treaty of peace.
3. The states refuse to pay their share of the apportioned taxes.
4. The national credit became worthless.
5. Foreign nations refuse to make commercial treaties.
6. The Algerians commit depredations on American commerce with impunity.
7. England refuses a minister to the United States.

Summary—"The Federal Government in short, was despised abroad, and disobeyed at home."

8. Sayings of Washington.
9. Insufficiency of the Confederation—Alexander Hamilton. Anderson's United States Reader, page 224.

SEC. 12. VI—It may be asked, what good results could follow the adoption of a form of government, which, when tested, proved itself so weak, and inefficient. The following may serve to make this plain.

ADVANTAGES OF THE CONFEDERATION:

1. Made a good impression abroad.
2. Met at first, the growing wants of the young nation.
3. Expressed the full degree of colonial unity of that time.
4. Was the best that could then be adopted.
5. Paved the way, for the higher, and better union, found under the Federal Constitution.

SEC. 13. VII—EARLY LEGISLATION.

1. Remedy—Congress to have power to levy, and collect taxes and customs.

2. Congress asks the states in 1786, to pass an amendment giving it the power to collect a revenue from imports.

3. Twelve states ratify this amendment. New York refuses to ratify it. Immediate effect—Seemed to destroy the hope of a continued National Union in America. Ultimate effect—Caused a strong re-action in favor of an immediate, and complete change of the government.

THE NATIONAL CONSTITUTION.

STEPS IN THE FRAMING OF THE CONSTITUTION.

SEC. 14. I—Virginia and Maryland call a Commercial Convention.

1. Time—1785. [2] Ground. Their right to regulate commerce. [3] Purpose. To hear the report of their commissioners on the interruptions to commerce in Chesapeake Bay.

4. Action of Commissions—Could not agree except in condemning the articles of confederation.

II. Call of Virginia.

1. Time—1785.

2. Substance—The delegates of the other states to meet the following year at Annapolis, to consider the defects of the government and suggest a remedy.

III—THE CONVENTION OF 1786.

1. Place—Annapolis. [2] Representation. Delegates from five of the Middle States. [3] Work. Confined to discussion, since a majority of the States were not represented. [4] General conclusion. The government, as it then stood, was inadequate for the protection, prosperity, or comfort of the people, and that some immediate, and thorough reform was needed.

5. Report—Made to their own states, and to Congress.

6. Recommendation—Another convention to be held at Philadelphia, in May, 1787.

7. Action of Congress—Approved by resolution their report, and the proposed convention.

IV—THE CONSTITUTIONAL CONVENTION.

1. Time—May 14, 1787, to September 17, 1787.

2. Place—Philadelphia. 3. Representation. All the states but Rhode Island. 4. A secret session—the account gathered from Mr. Madison's papers. 5. Chairman—George Washington. 6. Resolution—To form an entirely new constitution. Ground—That the work must finally be submitted to, and approved by the people, before it could go into effect.

7. Plans of Union—[a] Virginia plan proposed May 29, by Randolph. Representation in Congress in proportion to population, and Congress to have power to compel the states to fulfill their obligations. [b] New Jersey plan by Patterson. Continuance of the old confederation, with the power to regulate commerce, and raise a revenue.

8. Final Plan—A compromise between the others. [a] The smaller states to take a *proportional* share in the lower of the two houses, for an *equal* share in the upper. [b] Questions—Slave Representation, and slave trade. [c] Agreements.

1. Three slaves to equal five whites.

2. Slave trade not to be prohibited until after 1808.

3. Other questions—Settled in same spirit. [d] Completion of work.

1. Time—September 17, 1787.

2. Nature—A sound, and lasting political work.

3. Result—Of wise, judicious, and even-handed compromise.

SEC. 15.—STEPS IN THE ADOPTION OF THE CONSTITUTION.

1. Signed by the delegates to the convention, September 17, 1787.

2. Sent to Congress September 28, 1787.

3. Congress sends it to the states for the voice of the people through their Legislatures.

On the question of Adopting the Constitution the people of the United States were divided into two great parties: viz: Federalists who were for the Constitution, a strong central government, and national supremacy. Their leaders were Washington, Jay, Adams, Hamilton.

The Anti-Federalists—Were against the Constitution, for strong state governments and State Rights. Their leaders were, Jefferson, Burr, Randolph, and Madison.

A noble relic of this controversy, is the series of papers written by Hamilton, Jay, and Madison, over the joint signature of Publius, explaining and defending the Constitution. These essays had evidently a great effect upon the minds of the people; and were mainly instrumental in securing the adoption of the Constitution.

4. Ratified by the conventions of nine states, June 21, 1788.

5. Action of the Congress of the Confederacy. [a] Indorses a resolution of one of its committees for carrying the new government into effect.

[b] Fixes a time to choose electors—First Wednesday of January, 1789.

[c] Fixes a time to choose a President and Vice President—First Wednesday in February, 1789.

[d] Decides the time, and place for meeting. Of the new Congress—New York, March 4, 1789.

SEC. 16. A BRIEF EXPOSITION OF THE CONSTITUTION AS A WHOLE.

I. Excellencies—1. Plain enough to guide the policy of the statesman and the decisions of the judge. 2. Elastic enough to give full play to honest differences of opinion and party contest, and to fit the body politic at any time in its growth from 3,000,000 to 50,000,000 people.

II. The Bill of Rights—As the first ten Amendments to the Constitution were called, were added so soon after its adoption (1789) as to be fairly considered a part of the original instrument. They guaranteed freedom of religion, speech, person, and property. They were adopted to conciliate the extreme anti-federalists, and encourage Rhode Island, and North Carolina to enter into the Union, which each did soon after.

III. Changes.

1. The manner of electing President and Vice President—Amendment XII 1803.

2. The extirpation of slavery, January 1, 1863—See Amendments XIII, XIV and XV.

IV. Reasons for the Constitution being a good one:

1. Has given us a harmonious and comfortable government.

2. Has given us a stable government—as tested by, foreign war, civil war, bitter party and personal contests, financial convulsions, and unparalleled prosperity.

3. Is the work of the people, and their true and lasting glory. Summary—"Is an honorable memorial of the political wisdom of the men who framed that great instrument, men who smoothed a new world's rough face, and the cradle of its future rocked beneath its singing pine trees."

SEC. 17. Here should follow a detailed study of the Constitution; and the teacher should at least prepare a series of related talks concerning the following points:

SEC. I. The Legislature Department—vested in the Congress which comprises	The Senate and The House of Representatives	Term of office Qualifications. Number of members. How chosen Work of each body. Salaries. Some of the powers	
SEC. II. The executive Department vested in	President and Vice President	Qualifications of each. Term of office. How chosen—Electoral College. Cabinet. Salaries. The work. Some of the powers.	Number. Work. Election
SEC. III. The judicial Department which includes	Supreme Court. District Courts. Circuit Courts.	No. judges. Tenure, and terms of office. Work. Powers. Salary. How appointed.	

SEC. 18.—OUR TERRITORIAL SYSTEM.

The session about 1781, of the Crown lands to the Union, originated the Territorial System of the United States. From the immense cession of land

thus made was organized what is called the North-west Territory in 1787. The Bill organizing a Territorial Government for the Territory of the United States North-west of the Ohio, was passed by Congress July 13, 1787, then in session at New York.

I. Author of the ordinance—Thomas Jefferson.

II. Name how derived.

III. Boundaries and Territory.

IV. Formation of Territories and States. (See below.)

V. Declarations—1. Not less than three nor more than five states to be formed from this territory. 2. No slavery to exist in it. 3. The property of all persons, dying intestate to be equally divided among their heirs. 4. Public schools, and State universities must be established.

1. Ohio organized as a territory in 1800, admitted in 1802
2. Indiana " " " 1802, " 1815
3. Michigan " " " 1805, " 1837
4. Illinois " " " 1809, " 1818
5. Wisconsin " " " 1836, " 1848

VI. Capital—Fort Washington—Cincinnati.

VII. First Governor—General Arthur Saint Clair.

Sec. 19—PUBLIC EDUCATION.

Probably the greatest of any of the declarations of the ordinance of 1787, was the one in regard to public education. The following sentiment was expressed: "Knowledge being necessary to good government, and the happiness of mankind, schools, and the means of education shall forever be encouraged."

I. In 1787, Congress orders section sixteen in every township to be set apart for the support of public schools.

II. In 1787, Congress also orders that two whole townships of land in each state be reserved to found and support a State University.

III. In 1803, orders the same reservation to be made in the States south of Tennessee, that it had in the North-west Territory. Although States, Counties, Townships, Cities, and Towns, began to levy taxes for the support of schools; nothing more was done by Congress until 1848. On the organization of each territory, and the admission of each state up to 1848, similar provisions were enacted as regards public education.

Sec. 20—WASHINGTON'S ADMINISTRATION—1789-1797.

I. Steps in organizing the government under the new Constitution.

1. Election of Congress.

2. Election of Electors.

3. Election of President and Vice President—April 6.

4. Inauguration of President—(a) Time. Why not March 4. (b) Place. (c) ceremonies. Oath of office, and Inaugural Address. (d) Journey from Mount Vernon to New York.

5. Meeting of the Congress of the United States.

6. Organizing by Congress of Executive Departments. (a) Of foreign affairs—State. (b) Of treasury. (c) Of war. (d) Of law. (e) Postal department.

7. Organization by Congress of a Judicial Department. (a) Supreme court. Chief justice. (b) Circuit courts. (c) District court.

8. The President chooses a Cabinet.

(a) Thomas Jefferson—Secretary of Foreign Affairs.

(b) Alexander Hamilton—Secretary of the Treasury.

(c) Henry Knox—Secretary of War.

(d) Edmund Randolph—Attorney General.

(e) Samuel Osgood—Postmaster General.

(f) John Jay—Chief Justice.

Politics of Cabinet, and way so arranged?

II—A SKETCH OF GEORGE WASHINGTON.

I. Birth. Time and place. II. Parents. Rank, education, and wealth. III. Educational advantages. IV. Early life on the frontier of Virginia. V. Work in the French and Indian war. (a) Journey to the French forts. (b) Campaign of the Great Meadows. (c) Braddock's campaign. (d) Forbe's campaign. VI. Work in Parliamentary struggle. (a) In the Virginia Assembly. (b) In the Congress of 1774.

VI. Work in the Revolution—His soldier record.

VII. Work in the Interregnum—The Constitutional Convention.

VIII. His work as a President of the United States.

IX. His character, appearance, habits, writings, philanthropy, his home and surroundings.

X. Death. When. Where. Effect.

III—DIFFICULTIES IN THE WAY OF THIS ADMINISTRATION.

1. The continued sickness of the President.

2. The determined opposition of the Anti-Federalists.

3. The treasury empty, and no credit.

4. The western Indians at war.

5. England refuses to make a commercial treaty, or send a Minister to the United States.

6. Spain refuses the free navigation of the Mississippi.

7. Algerians commit depredation on American commerce.

IV—WORK OF THE CONGRESS OF 1789 AND 1790.

1. Pass—The "Bill of Rights," as the first ten Amendments to the Constitution are sometimes called.

2. Fix the salaries per year of certain government officers. President, $25,000. Vice President, $5,000. Cabinet officers, $3,500. Senators, $7 per day, and Representatives, $6 per day, each with mileage.

3. Pass after some considerable opposition to the second clause, and very strong opposition to the third clause a Financial Scheme, presented to the body by the Secretary of the Treasury—Alexander Hamilton.

(a) The foreign debt of the Confederacy to be assumed and paid in full.

(b) The domestic debt of the Confederacy to be paid at its par value.

(c) The State War Debt to be assumed and paid by the United States.

(e) The establishment of a United States Bank; located at Philadelphia in 1791, with a charter for 20 years, and a capital of $10,000,000. It was designed to serve as a place for National Deposits, and to furnish a steady and uniform paper currency.

(d) Provide a revenue by levying a tax on imported goods, the tonnage of vessels, and the distillation of spirits.

(f) The establishment of a United States Mint at Philadelphia in 1792, to furnish coin. Branch Mints have since been established in New Orleans, San Francisco and Carson City.

4. Location of the Seat of Government.—Before 1790 the Seat of Government had been principally at New York. It was now located at Phila-

delphia from 1790 to 1800. After 1800 it was to be on a site chosen on the Potomac River, The District of Columbia.

1. When ceded to the United States; and by whom?
2. Size; present size.
3. When organized?
4. City, when laid out, and by whom?
5. Population in 1800.

[See Eclectric Geography, Nos. 2 and 3, latest edition.]

V—INDIAN WARS.

1. Harmer's Expedition, 1790.
2. St. Clair's " 1791.
3. Wayne's " 1794.

} Where
} Common Starting Point?
} Result of each and all.

VI—WHISKY REBELLION.

1. When? 2. Where? 3. Why so called?

4. Causes? (a) Tax on Whisky. (b) The anti-Federal Sentiment of the People. (c) The encouragement of the French Minister Genet, and his adherents.

5. Course of the President, 1 and 2.
6. Result.

VII—CENSUS REPORT OF 1790.

1. Population—3, 929, 214.
2. Center of Population.
3. Number of Post Offices—75.
4. Exports—$20,000,000.

VIII—TROUBLE WITH FRANCE IN 1793-'4.

1. Conduct of the French Minister Genet. (a) Abuse of his privilege as Embassador, by fitting out privateers against England, and by organizing an expedition against the English in West Indies.

(b) Offensive demands for an alliance with France.

(c) Threat of an appeal to the people.

2. Course of the President. (a) Issues a Proclamation of Neutrality. (b) Demands the recall of Genet.

3. Difficulty temporarily settled by the recall of the old Minister, Genet, and the appointment of a new one, Fauchet.

IX—TROUBLE WITH ENGLAND.

1. Causes on the part of the United States. (a) Carrying off of slaves at the close of Revolutionary War. (b) Non-delivery by England of frontier military posts. (c) Impressment of American seamen. (d) Capture of vessels trading with the French in the West Indies. (2) The British incite the frontier Indians to war.

2. Causes on the part of the English.

(a) States would not allow debts owed English citizens to be collected in the Courts.

(b) Too open and too strong a sympathy with France.

3. Settlement, by Jay's Treaty, 1795.

4. Provision of Jay's Treaty. (a) Provided indemnity for unlawful captures of American vessels. (b) The United States agrees to allow debts to be collected. (c) Nothing arranged as to the impressment of American seamen.

5. Reception in the United States of the Treaty. (a) Great opposition of the people, particularly in the South. (b) The Cabinet was divided, and the

President not entirely satisfied. (c) Signed by the President and ratified by the Senate.

6. Reasons for opposition in the United States. (a) Too many concessions by the United States and too few by England. (a) A strong desire for an alliance with France, because of French aid in the war, the similarity in the forms of government, and the spirit of retaliation against England.

7. Results of the Treaty.

(a) Settled amicably the difficulties for the time.

(b) Proved advantageous to the United States.

X—TROUBLE WITH SPAIN.

1. Cause—The Spaniards close the Mississippi at New Orleans, to all Americans, who would not pay a tax on their vessels.

2. Mode of settlement—By treaty in 1795.

3. Agreements. (a) The Americans to have free navigation of the Mississippi. (b) The boundary settled between the United States and Florida.

(c) New Orleans to serve as an American port of deposit for ten years.

XI—TROUBLE WITH ALGERIA.

1. Cause—Capture of American trading vessels in Mediterranean Sea, and enslavement of our citizens.

2. Mode of settlement. By treaty in 1795.

3. Agreements. (a) The United States to pay Algeria $800,000 for the release of Americans, held as prisoners and slaves. (b) The United States to pay annually $23,000 as tribute. (c) The Algerians to release all Americans. (d) Not to molest our commerce in the Mediterranean Sea. This difficulty was settled in this way—so humiliating to the United States—because we had no Navy to send against the pirates of the Mediterranean.

XII—THE INVENTION OF THE COTTON GIN.

1. Time 1792 or '3. 2. Place—Home of Mrs. Gen. Greene, in Georgia. 3. Inventor—Eli Whitney, a school teacher from Massachusetts.

4. Circumstances of the invention.

5. Importance—Worth at least $1,000,000,000 to the South. "With the purchase of Louisiana, shaped the course of American history for fifty years."—*Mackenzie.*

6. Effects. (a) Made cotton raising profitable and increased its cultivation. (b) Made a demand for more laborers, and thus rendered slave labor profitable. (c) Made slavery a permanent institution. (d) Increased the commercial prosperity of the whole Nation. (e) Increased the growth of sectionalism between the North and the South.

7. Relation to a previous discovery and to previous inventions.

Anthracite Coal had been discovered in Pennsylvania as early as 1791, but its value was yet little known.

Arkwright, in England, had already perfected his machines for spinning cotton, and James Watt his steam engine. These inventions revolutionized the manufactures of England and America. With her power of steam England was now able to weave clothing for the world, and America was ready, after 1792, to furnish all the cotton English looms required. [See Anderson's History.

XIII—STATES ADMITTED.

1. Vermont, a part of New York, in 1791—a free State.

2. Kentucky, a part of Virginia, in 1792—a slave State.

3. Tennessee, a part of North Carolina, in 1796—a slave State.

At the close of this Administration the free and slave States were equal in number.

XIV—MANNERS OF SOCIETY—See Taylor's History.

1. At the Capitol. (a) Reception of the President. When. Where. Position. Dress and manners. (b) Titles for President. Why. (c) Attendance on Congress. (d.) Ideas of the Parties as to Court etiquette.

2. In fashionable life. (a) Dress of Clergymen. (b) Dress of Gentlemen. (c) Dress of a Lady.

3. In common life. The soldiers. The clothes, carpets, houses, entertainments, hotels, heating of houses, fuel.

XV—THE YELLOW FEVER.

1. When. 2. Where. 3. Number of deaths in Philadelphia. 4. Effect. 5. Work of Dr. Rush.

XVI—POLITICAL PARTIES AND CAMPAIGNS.

1. Before the Administration. The Question. The Parties. The Principles. The Leaders.

2. During the Administration. Campaign of 1796. Parties. Change of name. Why. Question. Leaders. Result. Campaign of 1796. Question. Leaders. Party spirit at this time. Result.

XVII—RETIREMENT OF WASHINGTON FROM THE PRESIDENCY.

1. His Farewell Address, delivered before Congress in 1786. He recommended the establishment of a Military Academy, a National University, an Institution for the Improvement of Agriculture, and the increase of the Navy. [See Washington's plea for Union—Eclectic History, p. 196.]

2. His Journey to Mt. Vernon. { When. Route. Conduct of the People.

3. His subsequent History.

(a) Habits of life. (b) Employments. (c) References on Washington: Anderson's U. S. Reader—

(a) Washington's reply to Colonel Nicola p. 213
(b) " address to the Officers of the Army. p. 218
(c) Washington resigning his Commission p. 220
(d) Mt. Vernon—Rev. Wm. Jay p. 224
(e) Inauguration of Washington—Hildreth p. 228
(f) The Launch of the Ship—Longfellow p. 231
(g) Washington at Mt. Vernon—Irving p. 240
(h) The Retirement of Washington—Guizat p. 241
(i) Tribute to Washington—Mason p. 246
(j) Character of Washington—Marshall p. 248
(k) See quotations in Anderson's Popular School History. p. 191, 192, 193

SEC. 21—JOHN ADAMS' ADMINISTRATION—1797-1801.

I. THE NEW PRESIDENT:

1. Age. 2. Services to his country.
3. His services as a thinker, writer, lawyer and worker.
4. Jefferson's opinion of his oratory.
5. Distinguished for what? 1 and 2.
6. Called the Colossus of American Independence.

II—CONDITION SHOWING THE COUNTRY WAS PROSPEROUS.

1. Sound credit at home.
2. Floating debt had been funded.

3. Ample revenue had been provided.
4. Debts of the Government had been partly paid.
5. Agriculture and commerce flourishing.
6. Western Indians pacified.
7. War with England averted and peace concluded.
8. Trouble with Spain and Algeria settled.

[These conditions may be regarded as the good results of the previous Administration.]

III—TROUBLE WITH FRANCE.

1. *Cause*—Conduct of the French Minister, Adet, who makes inflammatory speeches to the people, and offensive demands to the Government for an alliance with France.

2—CONDUCT OF THE FRENCH MINISTRY TOWARD THE UNITED STATES

(a) Orders French privateers to capture American vessels carrying English goods.

(b) American Minister, Wm. Pinkney, ordered to leave France.

(c) Insolent treatment of the United States Envoys. Demand a bribe of $250,000. Pinkney's reply. Envoys, except Gerry, ordered to leave France.

3—COURSE OF THE UNITED STATES GOVERNMENT.

(a) Adams calls an extra session of Congress.

(b) Congress sends Marshall and Gerry to aid Pinkney to settle, if possible, the troubles amicably.

(c) Congress orders a preparation for war, and a little later sends new Envoys to form a treaty.

(d) The United States declare war.

4—HOSTILITIES AT SEA.

(a) French insurgents capture the American—Retaliation. (b) American Constellation, the French Insurgent, and nearly takes the Vengeance.

5—COURSE OF NAPOLEON.

(a) Seeks peace. (b) American Embassadors ordered to treat. (c) Treaty concluded, September, 1800.

IV—LEGISLATION AGAINST FOREIGNERS—1798.

1. *Cause.* The insolent conduct of the French.

2. *Alien Law.* (a) Naturalization period extended from 5 to 14 years; and must register immediately on coming to the United States. (b) The President given power to order any person out of the country whom he deemed injurious to the United States. (c) Any alien in the United States, on breaking out of war, might be secured.

3. *Sedition Law.* (a) Punishment of any one libeling or slandering the President, Congress, or any Government officer from doing his duty. (c) Punishment for (a) $2,000, and imprisonment from 6 months to 2 years; for (b) $5,000, and imprisonment from 6 months to 5 years.

4. *Results.* (a) Broke the power of the Federal Party. (b) Ruin of the political hopes of Adams. (c) Brought about the Virginia and Kentucky Resolutions of 1798. First public announcement of the States' Rights Doctrine.

V—DEATH OF WASHINGTON.

1. Time, September 14, 1799. 2. Place—Mt. Vernon.

3. Action of Congress. (a) Proceded in a body to the German Lutheran Church to hear an oration by General Lee. (b) Went in mourning during the session.

4. Funeral ceremonies. 5. Effect on Europe and on the United States.

6. Quotations about Washington: *Lee*—"First in war, first in peace, and first in the hearts of his countrymen." (b) *Napoleon*—"The warrior, the legislator, and the citizen without reproach." (c) *Byron*—"The first, the last, the best, the Cincinnatus of the West." (d) *Lord Brougham*—"Until time shall be no more, a test of the progress which our race has made in wisdom and virtue will be derived from the veneration paid to the *immortal name of Washington*." (e) "Providence left him childless that his country might call him Father."

VI—SECOND CENSUS—1800.

1. Population, 5,319,762.

2. Number of Post-Offices, 903.

3. Exports, $71,000,000.

VII—THE WESTWARD MOVEMENT.

1. Immigration of Daniel Boone to Kentucky. 2. The Pioneers, [a] Their lives. [b] Dwellings. [c] Food. [d] Cooking utensils. [e] Clothing. [f] Beds. [g] Great want—common salt—where made. Value in Ohio and Kentucky. How transported. Salt springs.

VIII—SOCIAL AND DOMESTIC LIFE.

1 Use of umbrellas. 2. Of plates. 3. Of fire and light. 4. Clothing. 5. Hunting and fishing. 6. The South and West. 7. The theatre and theatricals. 8. Musical concerts. 9. Balls, guests, time and dances.

IX—MEANS OF PUBLIC CONVEYANCE.

1. Kinds. Horse-back. On foot. Sloops. Stage coaches. Name.

2. Saying of John Q. Adams as to his annual visit to his home at Quincy.

X—ELECTION OF NEW OFFICERS—1800.

1. Party spirit. Why so high?

2. Causes of dissatisfaction with Federal party. [Alien law. [b] Sedition law. [c] Thought to be tending toward a monarchy. [d] Thought to be friendly to England, and unfriendly to France.

3. Candidates—Federal party, John Adams and William Pinckney. Republican party, Thomas Jefferson and Aaron Burr.

4. Question at issue—Alliance with France.

5. The campaign. [a] The views of Jefferson from a Richmond newspaper. The motto. [b] The Federal hatred of Jefferson. Illustrations.

6. The result of the election. [a] A choice of Jefferson as President. [b] The complete overthrow of the Federal party. [c] The defeat of Burr.

7. The weak place in the Constitution. What, and how remedied. See amendment XII.

8. Origin of caucus nominations. When, Why.

THOMAS JEFFERSON'S ADMINISTRATION—1801–1809.

I. The new President.

[a] Education and wealth. [b] Religion. [c] Characteristics. [d] Leader of what party, and an advocate of what doctrine? [e] His theory of Government. [f] Character of his cabinet. [g] Acts of reform, and economy. As to army and navy. As to the number of government officers. As to internal taxes. As to violators of Sedition Act. As to the period of navigation. [h] Removal from public office. Number. 35. Ground. The affairs of government can be best administered, when all the officers are of the same political sentiment. Effect. Set a precedent for Jackson.

II—TERRITORIAL LEGISLATION OF THIS ADMINISTRATION.

1. Division of North-west Territory.
2. Ohio admitted. { Time, 1802. Limits. Same as now. } { Time, 1800. Line—from the mouth of the Great Miami through Fort Recovery to Canada.

Indian Territory organized. [a] Time, 1802. [b] Limits. All of the North-west Territory but Ohio. [c] Capital. Vincennes. [d] First Governor. William H. Harrison.

4. Mississippi Territory organized. { [a] Time, 1802. [b] Limits. The present Alabama and Mississippi.

5. Michigan Territory organized. [a] Time, 1805. [b] Limits. The present Michigan and Wisconsin.

6. Orleans Territory organized. [a] Time, 1804. [b] Limits. The present Louisiana. The remainder of the Louisiana purchase was called Louisiana Territory for some years.

7. The purchase of Louisiana.

[a] Time, 1803. [b] From whom. Napoleon I., of France. [c] Price $15,000,000. Debts of $3,750,000 to be paid United States citizens for depredations on our commerce. Bonds worth $11,250,000 were given Napoleon. To be paid in fifteen years. Interest six per cent. [d] Grounds of transaction. Napoleon needed money to carry on war, and sold to humble England who had a large fleet ready to conquer Louisiana. The United States bought to secure the navigation of the Mississippi, and to get lands on which to raise cotton.

[e] Negotiations. When. Where. Agents of the United States. Robert Livingston and James Monroe. Sayings of Napoleon and Livingston. Area 1,000,000 square miles. Boundary (see Seavey). Effects. [a] On the growth of the Inland States. [b] On the cultivation of cotton and sugar cane. [c] On slavery.

III—TROUBLE WITH THE BARBARY STATES.

1. Time, 1801. [2] Causes. A demand for more tribute, and the enslaving of American citizens.

3. Events. A fleet sent to the Mediterranean, and the states made to come to more reasonable terms.

3. Result. Encouraged the Algerians in their insolent demands for tribute and ransoms; and in their piracy on American commerce.

IV—TROUBLE WITH AARON BURR.

1. A sketch of Aaron Burr, including his family, education, military and political services.

2. Political aspiration, and plan.

3. Opposition of Hamilton. Why. Effect.

4. Duel of Burr and Hamilton. [a] Place. [b] Time, July 11, 1804. [c] Circumstances of the duel. [d] Effect on Burr—immediate and ultimate.

5. Burr's expedition in the west.

[a] Avowed object. [b] Supposed object. [c] Action of the Government.

6. Associates of Burr. [a] Harman Blannerhasset, a noble, educated, and wealthy Irishman who had a fine home on an island in the Ohio river twelve miles below Marietta, and General James Wilkinson, Governor of Louisiana.

7. Trial of Burr. [a] Time, 1807. [Place, Richmond, Virginia. [c] Judge, Chief Justice Marshall. [d] The lawyers. Burr plead his own case, aided by Henry Clay, while the great William Wirt acted as prosecution.

8. Charges—Treason. 1. In attempting to revolutionize the territory

west of the Alleghanies, and to establish an independent empire there, of which New Orleans was to be the capital, and himself the chief.

2. Of getting up an expedition against Mexico, then belonging to Spain, a nation with which the United States were at peace.

9. Decision of Marshall—"Acquitted for want of sufficient evidence."

10. Later history, and death. When. Where.

V—EXPLORING EXPEDITION OF LEWIS AND CLARKE.

1. Purpose—Sent out by the government to explore the late Louisiana purchase.

2. Time, 1804—1806.

3. Work—Ascended the Missouri to its source, crossed the Rocky Mountains, and explored the Columbia to its mouth. Difficulties and trials.

4. Result—Gave the United States a claim to Oregon. Was of much advantage to science and knowledge, and opened up the way for immigration.

6. See Eclectic History, page 211, for later history of the leaders.

VI—APPOINTMENT OF JOHN MARSHALL, CHIEF JUSTICE.

1. Time of appointment, 1801, in office thirty-five years.

2. Ability—Greatest American Judge.

3. Work—[a] To modify the principles of English law, and to adapt them to our altered form of government. [b] He rendered a great number of decisions as guides for the courts of future generations.

4 Summary—"He placed on a firm, and enduring basis the noble structure of American law.

VII—EUROPEAN BLOCKADE.

1. Cause—France and England being at war, instituted this blockade for the purpose of destroying each other's trade.

2. Time, 1806–9.

3. Action of England—Orders in council. [a] Declaring the coast of France to be in a state of blockade. [b] Prohibit the coasting trade of France; and that all vessels trading with France must first pay tribute to England.

4. Action of France—[a] Berlin decree—Napoleon declares the British Isles in a state of blockade. [b] Milan decree—Napoleon confiscates all vessels in his ports, that had submitted to English search, or paid England tribute.

5. Effect. [a] Destroys the commerce of the nations at war for the time. [b] Greatly injured the commerce of the United States and other nations.

VIII—TROUBLE WITH ENGLAND.

1. Causes—[a] Difference in ideas of the Tenure of allagience—American doctrine, and English doctrine. [b] The capture of American trading vessels, and the *impressment* of American seamen. [c] The naval troubles—The Chesapeake and Leopard. The President and Little Belt.

2. Action of the United States—[a] The President orders all British war vessels to leave United States waters. [b] Congress passes the Embargo Act in 1807—ordering all American vessels to stay at home; all abroad to come home. All foreign vessels in ports to stay. This act was repealed in 1809; because it did not cause a change in the conduct of France or England, and ruined our commerce. [c] Congress passes the Non-intercourse act, 1809, ordering no more trade with England or France until they made reparation for wrongs done the United States.

IX—INVENTION OF THE STEAMBOAT.

1. Early experiments—[a] Of William Henry. [b] Of John Ramsey on the Potomac. [c] Of John Fitch on the Delaware, 1788.

2. Saying of the poet Darwin.

3. The inventor—Robert Fulton. A short sketch of his life.

4. Aided by Chancellor Livingston.

5. Trial voyage—[a] Time. [b] Place. [c] Distance. [d] Speed. [e] Name of boat. [f] Nickname.

6. Superstition of people as to the steamboat: and the opposition to Fulton's scheme.

7. Results—[a] Great aid to the internal developments of the country. [b] cheapened the cost of transportation. [c] Bound the North and South more firmly together. [d] Made the Union more stable and permanent.

8. References on the steamboat.

[a] Steam navigation—Timbs-Anderson's United States Reader, page 261. [b] Anderson's Popular School History. Fulton's first steamboat—Story, page 201. How the Clermont was regarded—Holden, page 196.

X—THE FOREIGN SLAVE TRADE.

1. The African coast trade—[a] How long carried on? [b] The Middle Passage. (What. Loss.)

2. The agreement in the Constitution—[a] What. [b] When. [c] Why. [d] Recommendation of the President in the message of 1807. Ground.

3. Action of Congress. [a] Debate on the foreign slave trade. When. Why. [b] The law championed by Josiah Quincy. What. When. Effect. [c] England's law as to the foreign slave trade. What. When.

4. Further existence of slavery. [a] In all the states but Massachusetts till the Revolution. [b] Abolishment in the northern states. When. [c] Inter-state slave trade.

5. Inter-national laws on slave trade. [a] Mode of trade after 1808. Why. Effect. [b] Action of the United States and England in 1811. What. Why. [c] Action of the United States and England in 1822. What. Why. [d] Action of all civilized nations.

XI—NOAH WEBSTER AND HIS DICTIONARY.

1. Conception of Webster at the age of twenty-four.

2. Condition of the literature of the country.

3. Publication of the American Spelling Book. [a] Time. [b] Character. [c] Work. [d] Sale per year, and total sales.

4. Publication of Dictionary—[a] Time. [b] Form. [c] Improvements.

5. Suggestion of Dr. Goodrich. Who. When. Effect.

6. The Unabridged Dictionary. When. How long in preparation. 7. Its great rival.

8. Their effect. [a] An aid to escaping differences in spelling and pronunciation. [b] An aid in becoming a nation of one language.

Leading editions of Dictionaries.

XII—THE FIRST FOREIGN MISSIONARY SOCIETY.

1. Formed—When. Where. Leader.

2. American Board of Foreign Missions—When.

3. Spread of the missionary spirit to religious people.

4. The American Board—[a] Number of missions. [b] Work.

XIII—SOCIETY AT THE CAPITAL.

1. Change made by the Republicans.

2. Action of Jefferson—[a] As to court etiquete. Effect. [b] As to manner of going to Congress. [c] Origin of Presidential Message. [d] As to Presidential levees. [e] As to holidays and birthdays.

8. Effect in general.

XIV—ORIGIN OF THE INDIAN POLICY OF THE UNITED STATES.

The leading points were:

1. To purchase their lands, except what they would cultivate themselves. 2. To lead them to agriculture, instead of war and hunting. 3. To remove them west of the Mississippi as soon as it could be peacefully and justly done.

XV—ELECTION OF NEW OFFICERS—1808.

1. Party spirit. 2. Charges of the Federalists.
3. Request of the State Legislatures as to a third term.
4. Good results of his Administration.
5. Question at issue—War with England——
6. Position of the parties.
7. Candidates of parties. } Federalists, Charles Pinckney and Rufus King.
8. Result. } Republicans, Jas. Madison and Geo. Clinton.

JAMES MADISON'S ADMINISTRATION—1809–1817.

1. The new President—1. Birth. When and where. 2. Educatian. 3. Social position and wealth. 4. Official history. 5. Politics in early life, in later life. 6. Called—The Father of the Constitution. 7. Characteristics of Madison. (See Eclectic History, page 220.)

II—INDIAN WAR IN INDIANA.

1. Time, 1811—2. Causes. [a] Indian hunting grounds taken without their consent. [b] Indians forced to deed their lands to the government for a trifle. [c] Indians massacre the whites. 3. Indian leaders, Tecumseh and the Prophet. 4. Event. Battle of Tippecanoe. When. Where. Leaders. Events. Effects. (To be studied under the History of Indiana.)

III—SECOND WAR WITH ENGLAND.

1. Causes—See [a,] [b] and [c] under causes of trouble with England in Jefferson's Administration. [d] British incite the frontier Indians to war.

2. General facts—[a] Motto—Free trade and sailors rights. [b] Invasion of Canada; and the capture of its objective points. [c] Naval affairs.

3—LEADING EVENTS OF THE WAR.

[a] Perry's victory on Lake Erie 1813
Where. Forces. Events and effects.

[b] Battle of the Thames.....1813
When. Where. Leaders. Events. Effects.

[c] Battle of Niagara.....1814
Where. Other names. Events. Leaders. Result.

[d] Battle of Lake Champlain.....1814
(Same topics as above.)

[e] Battle of Plattsburg 1814
(See above.)

[f] Burning of Washington.....1814
By whom. Leader. Why. Effect.

[g] Battle of New Orleans. (Peculiarities.).....1815

4—RESULTS OF THE WAR OF 1812.

[a] A debt of over $100,000,000 contracted.

[b] Commerce was destroyed, and industries were depressed.

[c] The treasury was empty, and public credit was gone.

[d] Want of harmony and unity among the states.

[e] Encouraged home manufactures.

[f] Caused the re-chartering of the United States Bank.

[g] Proved our wars should be defensive, and elevated the United States as a military power.

[h] Fully emancipated us from England.

The Treaty of Ghent—[a] Time, December 24, 1814. [b] Place—Paris. [c] Agents, John Q. Adams, James A. Bayard, Henry Clay, Jonathan Russell, and Albert Gallatin. [c] Reception of treaty in United States. [d] Ratification by Senate February 17, 1815.

[e] Main Provisions—Hostilities should be suspended. All prisoners should be exchanged. Mutual restoration of all conquered territory. Boundaries should be settled. Both governments should combine to suppress the slave trade. Nothing said about free trade or sailor's rights.

IV—GROWTH OF STATES RIGHTS DOCTRINE—(Johnston.)

1. Hartford Peace Convention—[a] Where. Hartford, Connecticut. [b] Time, 1814. [c] Representation. The principal inhabitants of and including representatives from Massachusetts, Rhode Island, and Connecticut, and parts of Vermont and New Hampshire, the three river counties, formerly sold Hampshire county. [d] Purpose, "To consider whether any measures could be taken to arrest the continuance of the war, and provide for the general safety." [e] Effects—Thought by its members to have hastened the conclusion of a treaty of peace. By the friends of Madison and of the war, was looked on as treasonable. Was the final step in the downfall of the Federal party.

(See "Objects of Hartford convention"—Noah Webster, page 301, Anderson's Historical Reader.)

2. Action of the Legislatures of Massachusetts and Connecticut—[a] Passed laws directly in opposition to the statute of the United States providing for the enlistment of minors.

[b] These state laws subjected to fine and imprisonment those engaged in carrying out the national statute.

The return of peace prevented any direct collision between the nation and the states. (See pages 73 and 79, Johnston's American Politics.)

V—TROUBLE WITH ALGERIA.

1. Cause—A tribute of $23,000 per year for seventeen years, and many thousand dollars for the ransom of American prisoners did not suffice to secure our commerce from the aggressions of these piratical thieves.

2. Events—Commodore Decatur sent with a fleet to the Mediterranean; and the Dey brought to terms.

3. Effects—The Algerians give up all claim to tribute, and agree to let alone American commerce in the Mediterranean Sea.

VI—RE-CHARTERING OF THE UNITED STATES BANK.

1. Review chartering of the bank. (See Hamilton's scheme.)

2. Effects of the Expiration of the charter in 1811. [a] Other banks suspend specie payments. [b] Coin becomes scarce. [c] Business depressed, and commerce paralyzed. [d] Private efforts at supplying the need for money.

3. Action of Congress—Passes the United States Bank Bill.

4. Action of the President—Vetoes the bill.

5. Further action of Congress—Pass the Bill for the Bank in an amended form. [a] Time, 1816. [b] Capital, $35,000,000. [c] Branches in the leading commercial cities. [d] Purpose, to supply money at all times redeemable in gold and silver. To perform the financial business of the government without charge, and to receive as compensation the use of the national deposits. [e] Charter, twenty years. [f] Goes in operation March 4, 1817.

The same arguments that Hamilton had produced for its establishment by the Federalists in 1790–1, were again brought forward by the Republicans for its re-establishment in 1816.

VII—STATES ADMITTED IN THIS ADMINISTRATION.

1. Louisiana—[a] Origin of name. [b] Limits. [c] Orleans territory organized. Time and limits. [d] The District of Louisiana organized. Time and limits. [e] The French settlements. When. Where. [f] Admission of Louisiana as a state. Time.

2. Indiana—[a] First Settlement—When. Where. By whom. [b] Indiana Territory organized. When. Limits. Capital. Governor. [c] Indian wars in Indiana. When. Where. Events. Effects. [d] Admission as a state. When. Character of its Constitution.

VIII—IMMIGRATION TO THE UNITED STATES.

1. General fact concerning immigration.

2. Immigration per annum from 1783 to 1803.

3. " " " " 1803 to 1813.

4. Immigration during 1816. 5. Work of these immigrants.

IX—GREAT NAMES OF THE TIMES.

1. Orators. 2. Others. 3. Literary men.

4. Nature of the literature from 1765–1815.

5. Quarrels among newspapers, and the epithets of abuse.

6. Power of the press then and now.

X—MANUFACTURES.

1. General fact concerning manufacturing.

2. Power employed at this time.

3. Water power when utilized.

4. The cotton mill of Francis Lowell, and its relation to previous English inventions.

5. New England becomes a manufacturing section—Why. Effect of steam as a motive power on this change.

XI—AMERICAN BIBLE SOCIETY.

1. Founded—When. Where. By whom. Purpose.

2. Cost of a Bible—[a] Before the invention of printing. [b] At the close of the Revolutionary war. [c] At the present time.

[d] Life of the Society—Work. Donations. Publishing house.

XII—FIRST SAVINGS' BANK.

1. Founded—When. Where. Purpose.

2. Disposal of funds.

3. Effects—[a] On the industry and thrift. [b] On the amount of money saved. [c] On the increase of savings' banks. Number at present in the United States. Number of depositors. Amount of deposits.

XIII—AMERICAN COLONIZATION SOCIETY.

1. Formed—When. Purpose.
2. Nature of the scheme.
3. Work of the society.
4. Work of the South—Why favorable?
5. Country selected—Name. Situation. Climate.
6. Capital—Why so called? Population. Government.
7. Immigration to Liberia now—Why so slow?

XIV—THE ELECTION OF NEW OFFICERS—(1816)

1. Hope of the Federal party.
2. Causes of its loss of power.
3. The question at issue.

Candidates—[a] Republicans, James Monroe, and D. D. Tompkins. [b] Federalists, Rufus King and John E. Howard.

JAMES MONROE'S ADMINISTRATION—1817-1825.

I. The new President.

1. Birth—When. Where. 2. Education. 3. Social position and wealth. 4. Religion. 5. Official History. 6. Politics.

7. Policy and nature of the Administration. Called what?

8. Ground of Popularity—[a] Had been a Revolutionary soldier, and filled many offices of trust. [b] Was a good man of some ability and culture. [c] Was a good southern man. [d] Conciliated the opposite party by gifts of office. [e] Made an official tour throughout the country.

II—TROUBLE WITH SEMINOLE INDIANS.

1. Time—1817. 2. Place. Southern Georgia.

2. Causes—[a] Minor. Sheltered runaway slaves and criminals. Hostile raids of the Indians. [b] chief— A desire of the whites to get their lands.

3. Expeditions of General Gaines and General Jackson. The former unsuccessful, the latter a grand success.

4. Results—[a] Indians compelled to sue for peace. [b] Indians compelled to give up all runaway slaves. [c] The Indians agree to remove beyond the Mississippi.

And with Spain see below.

III—INVENTION OF THE SHOE PEG—(See Newman, page 414.)

1. Time—1818. 2. Inventor, Joseph Walker, of Hopkinson, Massachusetts. 3. Importance. Its use had not been known before this date, and the introduction of it gave a great impulse to the manufacture of boots and shoes. Nothing but sewed work had been previously made. The price and quantity were much affected by this little thing. 4. Method of manufacture. By hand, and by machinery. 5. This invention led to the invention of the pegging machine, by which pegging work can be produced with great rapidity.

TROUBLE WITH SPAIN—1818-1821.

1. Action of Jackson—(a) Captures Saint Marks. Why? (b) Hangs British Emissaries. Number. Why? (c) Captures Pensacola, and sends Spaniards to Havanna.

2. Effect—(a) On enemies. (b) On friends. (c) On President. (d) On Congress. 3. Result—Acquisition of Florida. (a) Causes—This country served as a hiding place for the Spanish emissaries, and criminals from justice. The United States also bought it to stop the smuggling of slaves, and the south urged its purchase, as they knew it would become slave territory.

Spain sold for fear she would lose the territory by force. (d) Time, 1819—Treaty concluded in 1821. (e) Price, $5,000,000. (f) Conditions of sale—Spain gives up all claim to Florida. The United States relinquishes all claim to Texas. The United States to pay her citizens $5,000,000 due them from Spain. The boundary between the Louisiana purchase and Mexico. Texas settled at Sabine River.

III—INTERNAL IMPROVEMENTS.

1. When first advocated.

2. Necessity of such work.

3. Question to be decided—Whether constitutional or not.

4. Idea of Monroe—Improvements desirable, but not constitutional.

5. Action of Congress—(a) Appropriates money to build several military roads. (b) Passes a bill for a national road from Cumberland, Maryland, to Wheeling, Virginia—Cumberland road. (c) Passes a bill for surveys for a national canal system. (d) Refers the question to the states.

6. Action of New York—Builds Erie Canal. (a) Where—Buffalo to Albany. (b) Time, 1817–1825. (c) First proposed by Jesse Hawley. (d) Leader, De Witt Clinton, Governor of New York. (e) Length, 363 miles. (f) Cost nearly $8,000,000. (g) Formal opening, October, 1825. The Governor and many guests sailed from Buffalo to New York in a steam barge, attended by music and the roar of cannon. (h) Effects—Opened the grain and stock fields of the west to Europe. Great aid to the commercial growth of New York city. (i) Makes Chicago the great grain, meat and lumber market of the west.

7. Building of the National Road—(a) Where—Cumberland, Maryland, to Saint Louis, Missouri. (b) Condition as regards a road when Ohio came into the Union. (c) Work done. (d) Why unfinished? Because the property of whom. (e) Present condition. (h) Leading towns on this road.

8. Action of Indiana—Builds the Wabash and Erie Canal. (a) Where—From Evansville to Terre Haute; then the general course of the Wabash River to Fort Wayne; then down Maumee to Toledo on Lake Erie. (b) Time, 1848—1852. (c) Cost, $11,000,000. (d) Length, 271 miles. Why abandoned—because the great expense necessary to keep the bed of the canal free from deposits of mud more than equalled the profits of transportation.

$3,000,000 private capital, $8,000,000 promised by the State. (Not yet paid.)

V—FORMATION OF NEW STATES.

1. Immigration—This administration was marked by immense material expansion. Beyond the Alleghanies millions of fertile acres were awaiting the tiller's industry and skill. Homes in the east were deserted; emigration flowed over the mountains in a broad and vigorous stream, and before 1821, four new sovereign states had started into being, from the wilderness of the great west, and one in the east.

2 and 3. Mississippi and Alabama—(a) Territory ceded to the United States. What. When. By whom. (b) Mississippi Territory organized. Time. Limits. (c) Mississippi admitted. Time, and Alabama Territory organized. (d) Alabama admitted. Time.

4. Illinois—(a) First white men to see Illinois. (b) First settlement. When. Where. By whom. (c) The lead at Galena. (d) Admission as a state. Time. (e) Reasons for rapid growth. (f) Construction of railroads. (g) Growth of Chicago.

5. Maine—(a) A part of Massachusetts till when? (b) Settlements. Where. Growth. Speed. Why.

6. Missouri—(a) A part of what purchase? (b) Settlement at Saint Louis—When. By whom. (c) Admitted as a state. When. Contest.

VI—OCEAN STEAM NAVIGATION—(See Newman, page 416.)

1. First attempt—When and where.

2. Trial voyage—To what point. Time. Fuel. Captain, Moses Rogers, of Fulton's Clermont.

3. First regular line of steamboats—When. Name. Number of steamers at present.

4. Leading steamship lines now, with *terminii*.

VII—THE AMERICAN SYSTEM OF PROTECTION.

1. Doctrines—(a) A protective tariff levied on goods manufactured abroad cheaper than they can be made by us. (b) A revenue tariff levied on certain classes of imports without reference to protection, for the securing of a large revenue. (c) Free Trade—The importation of any, and all manufactured articles from abroad free of duty.

2. Origin of the American system—(a) Leading subject of thought in 1816. (b) Bill of John C. Calhoun—When. Where. Purpose. Parts. (c) Position of the sections, and the leaders of politics. Ground of southern advocacy and northern opposition.

3. Nature of the Tariff Question.

4. Tariff Legislation—(a) Protective tariffs. Number. When. (b) Revenue Tariffs. When. Number.

5. The Tariff of 1820—Increasing duties on imports passed by the House, but defeated by the Senate. Effect. Change of public sentiment in the north and south.

VIII—RE-ELECTION OF MONROE AND THOMPKINS.

1. Why so easily elected?

2. Party strife.

3. Electoral vote of Monroe—Opposition.

4. Anti-slavery meeting—When. Where.

5. Purpose—Origin of what party.

IX—THE MONROE DOCTRINE.

1. Time, causes, and circumstances of its first announcement. About this time the countries of South America declared their independence of foreign nations. The people of the United States strongly sympathized with the patriots of the south. Henry Clay earnestly urged upon Congress the duty of recognizing the South American Republics. A bill was passed by Congress in March, 1822, embodying his views.

2. Declarations of the President in the Message of 1823. (a) The American continents, by the free and independent position which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. (b) It is impossible for the powers of Europe to extend their political system to any portion of either continent without endangering our peace and happiness. (c) It is equally impossible, therefore to behold such interposition, in any form with indifference.

3. Real author—John Q. Adams, Secretary of State.

4. Relation to the following subjects to this doctrine:

(a) Maximilian's invasion of Mexico.

(b) The scheme for the Panama Canal.

X—EDUCATION OF THE DEAF AND DUMB.

1. Receives the attention of Congress.
2. Proposition of Mr. Cogswell, of Harford, Connecticut.
3. Mr. Gallaudent sent to Europe—Time. Purpose.
4. School opened—When. Where. Number of pupils.
5. Legislation—Of Congress. Of the States.
6. Nature, and time of instruction.

XI—AMERICAN SUNDAY SCHOOL UNION.

1. When founded. 2. Founder of Sunday Schools and his work.
3. First Sunday School in the United States. When. Where. By whom.
4. Life of the Sunday School Union—Progress at first. Fact ascertained. Objects of the Union. Exercises at first, at present. Number of schools and pupils at present.
5. Uniform Sunday School Lessons—When. Name.

XII—THE MISSOURI COMPROMISE.

1. What—A bill introduced into Congress by Jesse B. Thomas, of Illinois, championed by Henry Clay, of Kentucky, who secured its passage in 1821, providing for the admission of Missouri as a slave state.
2. Cause—Conflict of the United States as regards the extension of slavery, and preserving the balance of power between the free and slave states.
3. Order of the admission of States—(a) Free colonies and States. New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, and Vermont, (1791) Ohio, (1802) Indiana, (1816) Illinois, (1818) Maine, (1820.)

(b). Slave Colonies and States.—Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia and Kentucky (1792), Tennessee (1796), Louisiana (1812), Mississippi (1817), Alabama (1819), Missouri 1821.

4. Plans of the Compromise.—(a). As to the admission of Missouri (b). As to the division of the Louisiana purchase. (c) As to States North of Missouri. (c) As to the States South of Missouri.
5. Importance of the question.—Jefferson said: "From the battle of Bunker Hill to the Treaty of Paris, we never had so ominous a question."
6. Nature and effect of the Compromise.

XIII—THE VISIT OF LA FAYETTE TO THE UNITED STATES.

1. Time and reception by the people.
2. Important events in visit. (a) Public reception at New York. (b) Laying of Corner-stone of Bunker Hill Monument, June 17. 1825. (c) Ceremonies of July 5, 1824. [d] Visit to the Tomb of Washington at Mt. Vernon. [e] Visit to each of the 24 States. [f] Farewell reception at President Adams' [g] The embarkation on the Potomac.
3. Action of the Government.—[a] Votes him $200,000, and a township of land, which he locates in Florida. Builds the vessel "Brandywine" to send him home.
4. References on Lafayette: Anderson's U. S. Reader. [a] Address to Lafayette—Webster—p. 307. [b] Lafayette at Mt. Vernon—Levasseur, p. 308. [c] Death and character of Lafayette, Sumner page 309.

XIV—THE OLDEN TIME AND GROWTH OF THE WEST.

1. General facts. 2. Condition of the Mississippi Valley in early times. 3. Live stock and grain market, and mode of transportation. 4. Rafting; products; market; mode of returning home. 5. Pioneeer words and their mean-

ings—Chimney-bug; Hominy-block; Hunting-shirt; Spinning-wheel; Bee-coursing; Latch-string. 6. General fact as to growth of west. 7. The Great Thoroughfares—The Ohio River, and the National Road. 8. St. Louis, Chicago and Cincinnati in 1800. 9. The great change of this administration.

XV.—THE ELECTION OF NEW OFFICERS. 1824.

1. Questions—(a) National Bank. (b) Protective tariff. (c) Slavery. Real Question—Personal popularity of candidates and sectional pride.

2. Name of Campaign—"Scrub race for the Presidency." Why.

3. Candidates—Andrew Jackson, of Tennessee. Henry Clay, of Kentucky. John Q. Adams, of Massachusetts. Wm. H. Crawford, of Georgia. Prominence and claims of each.

4. Candidates how nominated before this time. How after.

5. Result of election.

6. Action of Congress—Chooses J. Q. Adams President. Effect—On the administration; on the opposition.

JOHN QUINCY ADAMS' ADMINISTRATION. 1825-29.

I—The New President.

1. Educational advantages. 2. Scholarship. 3, Characteristics. 4. Official history. 5. Party spirit during the administration. 6. Policy—Effect. 7. Later life in Congress. When. Called what? 8. Death; when; where; circumstances.

II—TROUBLE WITH GEORGIA ABOUT CREEK LANDS. 1823.

When in 1802 Georgia relinquished her claim to Mississippi Territory, the general government agreed to buy and surrender to Georgia, all Creek lands within her borders In 1825, Monroe recommended to Congress the removal of all Indian tribes West of the Mississippi to a new country. The Creeks and Cherokees had so improved their lands that they were unwilling to remove. The government of that state determined to remove the Indians by force if necessary; and declared their intention to resist the general government if she attempted to prevent their removal. (Here again crops out the dangerous doctrine of "States Rights." See earlier records of this doctrine.) Finally in March 1826, a treaty was concluded between the Creek Chiefs, and President, by which the latter for $1,500,000 ceded their lands to the United States, and agreed to remove beyond the Mississippi.

1. Nature of the treaties made with the Indians.
2. Ground of their removal westward.
3. Conditions of the Indians in Georgia.
4. Method of extinguishing Indian titles to land.

III.—DEATH OF ADAMS AND JEFFERSON—JULY 4, 1826.

1. House of each and their last words.
2. Name six coincidences in their lives.
3. Another Ex-President who dies on July 4th. [See Anderson's Popular School History p. p. 223 and 224.] Extract from Seward's Life of J. Q. Adams.

IV.—THE TARIFF.

1. Reviews of the Tariffs of 1816, 1820, 1824.
2. Extent to which the Tariff had been carried.
3. Growth of manufacturing. Where.
4. Necessity of a Protective Tariff.
5. Argument for a Protective Tariff. 1—6.
6. Argument against Protective Tariff. 1—5.

7. Result of all the discussion. A bill increasing the tariff. [a] The measure of what party and man. [b] Called what. [c] Time. [d] Articles taxed. with rate of taxation. [e] Support and opposition—Where—Why.

V.—ANTI-MASONIC EXCITEMENT [1826-9]

1. Some facts about Masonry.
2. Threat and disappearance of Morgan in 1826.
3. Charges against the Masons. Ground. Effect.
4. Formation of the anti-Masonic party. When; work.
5. Effect of the anti-Masonic excitement on De Witt Clinton and Henry Clay.

VI.—CIVIL SERVICE FOR THE FIRST FORTY YEARS.

1. Power of dismissal from office; how first used.
2. Jefferson's test, and action.
3. Number of dismissals by Washington, Adams, Jefferson, Madison and Monroe.
4. Policy and sayings of John Q. Adams on this subject.
5. Claims to office then depended on what.

VII.—CHANGES IN DOMESTIC LIFE.

1. Use of coal as fuel.
2. Use of Gas for lighting purposes at Boston in 1822.
3. Use of percussion locks.
4. India Rubber first used for overshoes, etc., in 1831.
5. Use of the tomato for food in 1850
6. First use of Lucifer Matches in 1831.
7. Use of steel pens. Cost.
8. Use of gold pens, envelopes and postage stamps. 1844.

VIII.—AMERICAN TRACT SOCIETY.

1. When and where formed.
2. Object.
3. Work—[a] Average annual publication. [b] Publication of 1874. Volume and tracts.
4. Publications; languages; distribution.

IX.—AMERICAN PEACE SOCIETY.

1. Formed—When, where, by whom, purpose, leader, work.
2. Work of Rev. N. Worcester.
3. Society proposed what. 4. Scheme of Penn.
5. Support's of Ladd's plan—Wort's peace conventions of 1843 and 1849.
6. Work of Chas. Sumner.

X.—LEADING INVENTION OF THIS ADMINISTRATION.

1. Why a necessity?
2. Cast iron plow. When. Inventor. Earlier plow. Effect. Improved plow.
3. Compare the advancement in land and water travel.
4. First railroads.—Where. When. Name. Purpose. First railroad—Builder. Place, length, purpose, power, rails.
5. Experiments with the locomotive. (a.) General fact—Trials. (b) Work of Oliver Evans. (c) Work of Richard Trevethick. (d) Work of Geo. Stephenson.
6. Locomotives introduced into America. Speed. Objections.
7. The locomotives of E. L. Miller, for the S. C. Railroad; and of Peter Cooper for the B. & O. railroad in 1835.

8. Early railroads—(a) The Carbondale & Honesdale R. R., from the Lackawanna Canal to the Lackawanna River, sometimes called the Mauch Chunk R. R.—A coal road. 1827. (b) The Mohawk & Hudson Railroad from Albany to Schenectady was begun in 1830. (c) The B. & O. Railroad begun in (15 mi.) 1830. (d) The S. C. railroad from Charleston to Hamburg in 1830.

9. The spread of the railroad fever.

10. Number of Miles in the U. S. at present, and in the world.

XI—WORK OF THE ADMINISTRATION IN INTERNAL IMPROVEMENTS.

1. Enlarging and maintaining the lighthouses—$1,000,000.
2. Completing public buildings—$500,000.
3. Erecting arsenals, barracks, and furnishing armories—$2,000,000.
4. Fortifying the sea-coast—$3,000,000.
5. Improving internal communication—$4,000,000.
6. Pensions for Soldiers of the Revolution—$5,000,000.
7. Purchasing Indian lands.

On the 4th of July, 1828, Adams, accompanied by an immense number of persons (members of Congress, foreign ministers and others) was present at the ceremony of "breaking ground" on the Chesapeake and Ohio canal. The year before, Edward Everett, in an address, said: "A system of internal improvements, has been commenced, which will have the effect, when a little further developed, of crowding within a few years, the progress of generations. Already Lake Champlain from the North and Lake Erie from the West, have been connected with Albany. Delaware and Chesapeake Bays have been united. A canal is nearly finished in the upper part of New Jersey, from the Delaware to the Hudson, by which coal is dispatched to our market. Another route is laid out across the same state, to connect New York by a railroad with Philadelphia. A water communication has been opened, by canals, half-way from Philadelphia to Pittsburgh. A canal of 60 miles in length connects Dayton with Cincinnati in the State of Ohio; and another, of more than 300 miles, in extent, to connect Lake Erie with the Ohio, is two-thirds completed."

XII—ELECTION OF NEW OFFICERS.

1. Opportunities of this administration.
2. Opposition of Crawford and Jackson men.
3. True estimate of this administration.
4. Questions in the new election. 1, 2, 3.
5. Compare and contrast Massachusetts as to occupations, education and political ideas.
6. Nature of the campaign—Party spirit.
7. Candidates—(a) Democratic—Andrew Jackson and John C. Calhoun. (b) National Republicans—John Q. Adams and Richard Rush. Prominence of each and their support.
8. Result—Election of Jackson.

ANDREW JACKSON'S ADMINISTRATION—1829–1837.

I.—The new President.

1. Early life.
2. Educational advantages.
3. His home. Called what. Where.
4. Ground of nomination for the Presidency.
5. His wealth, religion and hospitality.
6. Characteristics—(a) A powerful but unpolished mind. (b) An iron

will. (c) Inflexible honesty. (d) Great energy. (e) Intense love of country.

7. Official history.

8. Civil Service Policy—Rotation in office. (a) Short sketch of the action of former Presidents. [b] Inauguration of the spoils system. Why so called. Effect of this system. [c] Pledge of Jackson. What. Results. [d] Former action in removing officers, and present policy. [e] No. of removals.

9. Policies of Van Buren and Tyler.

II—THE TARIFF QUESTION. Johnston's Politics, p. 112; Anderson's U. S. Reader.

1. Review of the Tariffs of 1816, 1820, 1824, 1828, and 1832.

2. Effect of the Tariff—[a] On the Treasury of the United States. [b] On manufacturers. [c] On the factory laborers. [d] On the consumer.

3. Southern opposition—[a] Leader—Argument. [b] The free trade convention. When. Where. Composition. Declarations—The tariff was injurious to the South. Congress had engaged in sectional legislation. The tax was null and void. No more duties would be paid. The state would secede if any attempts were made to collect the tariff. NOTE—Passed Nov. 19, 1832, at Columbia, S. C. to go into effect Feb. 1st, 1833.

[c] Action of Calhoun—What; when; why; effect.

[d] Action of South Carolina—The people wear thousands of blue cockades, with a palmetto button in the center. The striking of the Calhoun medal. What. Description. The South Carolina Representatives in Congress threaten secession. The State Legislature calls for 12,000 men to fight the United States.

[e] Action of the President—Proclamation; secession is treasonable; the laws must be enforced. Orders—Gen. Scott with troops to the scene of trouble; a man of war ordered to Charlestown.

[f] Early Action of Congress—Passes a bill for enforcing the Tariff early in 1833. This bill was immediately signed by the President, and although it provoked much angry declamation in South Carolina, it brought no secession. This bill was commonly called in South Carolina, the Bloody Bill, and its opponents in the Senate refused to vote with the exception of John Tyler, of Virginia.

[g] Later Action of Congress—Pass Henry Clay's Compromise Bill in 1833. Nature of Bill; and its effect on the North and South; and on the settlement of this question.

III.—THE GREAT DEBATE IN THE SENATE. 1828.

1. Origin. 2. Leaders and their political positions. 3. Cause—An immediate result of the Declarations of Georgia as to the Creek Lands in 1828–30, and of the doctrines advocated in the nullification of South Carolina in 1832. An ultimate result of the rapid growth of the doctrine of States Rights. 4. Question—Whether the States had the right to nullify an act of Congress. 5. Affirmations, assertions and arguments of each orator. 6. Result—Settled as far as argument could the states rights doctrine. 7. Final settlement—The Civil War. [Reference, See Newman, p. 442.

IV.—FINANCIAL LEGISLATION.

1. A short sketch of chartering and re-chartering of the United States Bank; and the position of the political parties on the bank question.

2. Recommendations of the President as to bank charter. 1829, 1830 and 1831. Why.

3. Action of Congress—Pass the Bank Bill in 1832. Why?

4. Action of President—Vetoes the Bank Bill. 1832. When. Why.

5. The President removes $10,000,000 of government deposits to 89 State Banks. [a] Time, Oct. 1833, to June 1834. [b] Warrant. [c] Belief as to the U. S. Bank. [d] Earlier effects—The U. S. Bank, now having lost much of its specie deposit, was unable to redeem all its $60,000,000 of notes in specie, so a great contraction of its circulation followed. This contraction produced a scarcity of money and in turn followed an inability to pay debts. [e] Later effects—The State Banks, having received the large deposits of specie, were at once able to largely increase their loans, consequently the country was soon flooded with paper money. Money being plenty and to loan on easy terms, business revived; but it was only a temporary prosperity; the speculative spirit seized all classes, and the prosperity of the country seemed unparalleled. [f] Effect on Commercial Prosperity.—Money being easy to borrow, merchants, farmers and speculators engaged wildly in speculation. Public land was bought to the amount of $24,000,000 in a year. Villages and even cities were laid out by hundreds. Great internal communications were planned, and state debts were incurred for their completion. Foreign immigrants thronged to the fertile lands of the North-west, and foreign capital, disturbed by revolutions in Europe, sought investment here.

6. The Distributing Act of Congress—Passed by that body in June, 1836, provided that, after Jan. 1, 1837, all surplus revenue exceeding $5,000,000 should be divided among the states as a loan, only to be recalled by direction of Congress. This distribution amounted to $28,000,000 none of which was recalled. It was made in January, April and July of 1837.

[a] Use made of this money—The Middle and Western States used this money for the improvement of thoroughfares, and the perfecting of their system of public schools. The South used their money largely, in increasing the area of cotton production, for England's mills demanded at good prices all the cotton American fields could furnish them.

[b] Effect—The speculative spirit now for a time increased; the credit system of trade became alarmingly prevalent. Specie money for a time being plenty in the States, the number of banks, state and private, increased, and the country was soon flooded with immense quantities of irredeemable paper money.

7. This state of things was quickly changed by the issue of President Jackson's specie circular, immediately after the late session of Congress in 1836. [a] Requirement—All government land to be paid for in specie. [b] Purpose—To prevent the accumulation of paper money of doubtful value in the U. S. Treasury. [c] Effects—The gold and silver received at the land offices, began at once to accumulate in the Government vaults; then followed a contraction of bank circulation and commercial distress. Wild speculation was at least effectively checked.

8. General effects of the financial legislation—Aroused and fostered the spirit of speculation. 2. Made the currency unreliable and depreciated. 3. Caused a loss of public confidence. 4. Brought about the panic of 1837. 5. Led to the establishment of an Independent Treasury. 6. Broke down the greatest monopoly of the time—the U. S. Bank. 7. Led to the establishment of a better system of banks.

V—ASIATIC CHOLERA.

1. When brought to the United States.
2. Origin, and spread of the disease.

3. Appearance in the United States—Where. Direction of course. Nature and effects. Northern limit.

4. Subsequent History.

VI—GREAT FIRES.

1. At New York—Time. Extent. Number of houses. Value of property.

2. At Washington City—When. What. Loss.

VI—DEATH OF GREAT MEN—THEIR POSITIONS.

1. James Monroe.....July 4, 1831
2. Charles Carroll.....1832
3. Phillip Freneau.....1832
4. John Randolph, of Roanoke.....1833
5. William Wirt.....1834
6. John Marshall.....1835
7. William E. Channing.....1842
8. James Madison.....1836
9. Aaron Burr.....1836

VII—SHOOTING STARS.

(a) When. (b) Size of meteors. (c) Effect.

XI—STATES ADMITTED.

1. Arkansas—(a) A part of what? (b) Organized as a territory when. (c) Admission as a state—Time. Population and area.

2. Michigan—(a) Organized as a territory. When. (b) Invaded by British. When. (c) Admitted as a State—Time. Area. Population.

IX—THE SLAVERY TROUBLE.

1. Formation of the National Anti-Slavery Society in 1833—(a) Growth of these Societies. (b) Their object. (c) Abolitionists.

2. Work of leading Abolitionists.

(a) Of Charles Osborne—Who. Religion. His paper. Name. Purpose. Time.

(b) Of Benjamin Lundy—Who. Religion. His paper. Name. Purpose. Time.

(c) Of William Lloyd Garrison—Who. When. His paper. Name. Purpose. Effects. Message of the Governor of Massachusetts. On the mobs of Boston. On the Georgia Legislature. Motto.

(d) Of Elijah P. Lovejoy—The editor of the Alton (Ill.) Observer, an anti-slavery paper. He was obliged to leave Missouri on account of his political views. Was shot and killed by a mob while trying to prevent them from burning his editorial building the night of November 7, 1837.

3. Insurrection of Slaves—When. Where. Cause. Leader. Work. Effect. Charge.

4. Recommendation of the President—What. Why not carried out.

X—TROUBLE WITH THE INDIANS.

1. Of Wisconsin—(a) Tribes, Sacs, Foxes, and Winnebagoes. (b) Causes Conduct of Black Hawk, and a refusal of the tribes to give up ceded territory. The whites also encroached on the Indians in their efforts to get possession of the rich lead mines around Galena, Illinois.

(c) General Scott and Atkinson defeat and conquer the Indians. (d) Effects. Peace made with the Indians, who cede nearly all of Iowa and Wisconsin to the government, and more further west.

2. Of Georgia—(a) Tribes, Cherokees, Creeks. (b) Action of Georgia

Legislature.—Abrogates the Indian government, and refuses them the use of the state courts, and the protection of the laws. (c) The supreme court of the United States declares their action unconstitutional. (d) The President refuses to interfere with Georgia, and recommends their removals. (e) Congresses organizes the Indian Territory in 1834. The Cherokees, Creeks, Choctaws, Chickasaws, and Seminoles were then soon removed west; and given reservations in the territory.

3. Of Florida—[a] Tribe—The Seminoles. [b] Causes. Attempt to force the Indians to cede their lands. The capture of the wife of Osceola, by a slave-hunter Her mother who had been his slave having escaped to the Everglades. The Indian Chiefs Osceola and Micanopy persuaded their people to make an effort to retain the land, which they had been forced to cede to the United States. Osceola had been imprisoned unjustly, and was greatly influenced by the hostile Creeks from Georgia, runaway slaves and renegade white men.

[c] War—Dade's and Thompson's massacres, December 26, 1835.

General Clinch fights them on the Withlacoochee. General Gaines fights them on the Withlacoochee, February 29, 1836.

Governor Call, of Georgia, defeats them at Wahoo Swamp, October, 1836.

General Scott subdues the Creeks, and sends them west.

General Jessup captures Osceola in 1837.

Colonel Taylor defeats and conquers them at Okeechobee, December 25, '37.

The Chiefs sign a treaty in 1839, and after much reluctance and delay were removed to the west.

XI—FOREIGN RELATIONS.

1. With France—France since 1831 had owed a claim to the United States of $5,000,000, for damage done American commerce during the European blockade. Failing up to 1834, to make any effort at payment, the President ordered the American minister at Paris to demand his passports, and come home; and recommended Congress to pass a bill, allowing reprisals to be made on French commerce, until the claim was settled. The debt was at once paid.

2. Naples and Portugal, who owed similar claims, were brought to terms in a similar manner.

3. Reciprocity treaties were made about this time with Russia and Belgium. The American flag everywhere was treated with the highest respect.

XII—THE EDUCATION OF THE BLIND.

1. The first asylum—When. Where. Founder. Prevalent idea. Success in Europe. Effects.

2. Tour of blind pupils and teachers. [a] Visited? [b] Exhibited before whom? [c] Effects. As to the subject. The founding of institutions.

3. General facts—[a] Nature of the instruction. [b] Kind of letter—at first, afterward. [c] Printing of the New Testament. When. [d] Extent of publications for the blind. Number of books. Subjects treated. Leading literary works so printed. 1, 2 and 3.

XIII—IMPROVEMENT OF REAPING AND MOWING MACHINES.

1. When. Attempts. How. Experiments.

2. Work of Obed Hussey. When. Where. Kind of reaper and kind of work.

3. Work of Cyrus McCormick—When; where: Rockbridge Co., Virginia. Value to inventor, $1,500,000. Took the premium at the World's Fair in 1851.

4. Work of Frederick Ketchum—When; where; kind of mower; kind of work done.

5. Effects of these inventions—[a] Made farming easier and more profitable. [b] Increased the area cultivated in grass and cereals. [c] Foundation for future agricultural inventions.

XIV.—RE-ELECTION OF JACKSON IN 1832.

1. Nature of the campaign.

2. Parties—Democratic, National Republican and Anti-Masonic.

3. Conventions—All held at Baltimore, Md.

4. Candidates—1. Anti-Masonic, Wm. Wirt and Amos Ellmaker, of Pennsylvania. 2. National Republican—Henry Clay, of Kentucky, and John Sergeant of Pennsylvania. Democratic—Andrew Jackson, of Tennessee, and Martin Van Buren, of New York.

5. Questions—[a] Internal Improvements. [b] Protective Tariff. [c] The U. S. Bank. [d] The Cherokee case—Position of parties.

6. Result of the election.

XV.—ELECTION OF NEW OFFICERS IN 1836.

1. Leading Question—Sub-Treasury Plan, or, State Bank System.

2. Parties—Whigs and Democrats.

3. Conventions and nominations—[a] Jackson-Democrats—Baltimore, May, 1835. Martin Van Buren and Richard M. Johnson, of Kentucky. [b] Whigs—Pennsylvania State Convention. W. H. Harrison, of Ohio, and Francis Granger, of New York. [c] By State Legislatures—Alabama, Hugh L. White, of Alabama, and John Tyler, of Virginia. Ohio—John McLean. Massachusetts—Daniel Webster.

4. Result—Van Buren chosen President.

5 Election of a Vice President by the Senate. Who.

6. Origin of the names—Whigs; Loco-focos. How. When. Where.

MARTIN VAN BUREN'S ADMINISTRATION. 1837-1841.

I.—The New President.

1. Education. 1. Occupation. 3. Character. 4. Ability. 5. Official History. 6. Politics—Policy of the Administration. 7. Called what.

II—THE FINANCIAL STORM OF 1837.

1. Time—March and April.

2. Causes—[See Scribner's Magazine, March 1879. "The Commercial Crisis of 1837."

[a] Jackson's specie circular. 1836. [b] Distribution of surplus revenue in 1836-7. [c] Great speculations in Western land. [d] Heavy importation of European goods which had to be paid for in gold and silver, thus draining the country of specie. [e] Great fire in New York. Loss, $18,000,000. [f] Little money in National treasury. [g] Banks issue large quantities of irredeemable money. [h] Prevalence of the credit system of business.

3. Immediate effects—[a] Business failures alone in New York of $100,000,000, and in New Orleans of $50,000,000. [b] Arkansas, Illinois, Indiana, Maryland, Louisiana, Michigan, and Alabama fail to meet their engagements. [c] Mississippi and Florida repudiate their debt. Effect. How shown. [d] The business men of New York petition the President to rescind the specie circular and to call an extra session of Congress.

4. Action of the President—[a] Refuses to rescind the specie circular. [b] Calls an extra session of Congress on May 15 for September 1st, 1837.

5. The action of Congress—Financial Legislation—

1. Temporary expedient—[a] A bill authorizing an issue of $10,000,000 in Treasury notes. [b] To cease the distribution of revenue among the States. [c] To give merchants further time on their revenue bonds. [d] To receive the notes of specie-paying banks for public lands—thus practically annulling the specie circular.

2. Financial plans—[a] Whig—National bank system. [b] Democratic—Sub-Treasury system.

3. The Independent Treasury Bill—[a] Time—Passed in 1840, repealed in 1841, re-enacted in 1846. [b] Requirements—All Government dues to be paid in gold and silver; public funds to be kept in a treasury for that purpose. [c] Officers—Sub-treasurers—Requirement. [d] Origin of this bill and its purpose. [e] Effects—Stopped extravagant speculation; compelled banks to be able to redeem their notes in specie. Weakened confidence in the Democratic party. Ruined Van Buren's political prospects. Divorce of Bank and State.

NOTE.—In the Congressional Sessions of 1834–5, the Sub-Treasury plan was suggested by the opposition (Whigs) and voted down by the Democrats. Later, it was suggested by the Democrats, and made a law against the Whig efforts to revive a National Bank. It has since remained in force.

III.—THE INSURRECTION IN CANADA. 1837-41.

1. What called. Why.

2. Effect on the people on the U. S. border—[a] Meetings held. [b] Volunteers offered. [c] Arms contributed.

3. The Americans try to aid the Canadians—[a] Purpose—Some were desirous to aid the cause of liberty, more were attracted by a hope for plunder. [b] Events—The Americans capture and fortify Navy Island. Where. The Loyalists attempt to capture the island and send the American supply ship, Caroline, over the Falls.

4. Effects of the trouble—[a] Intense excitement in the United States, and peace endangered.

5. Action of the President—Issues a Neutrality Proclamation, and orders Gen. Wool, to the New York frontier with an army.

IV.—THE SLAVERY AGITATION.

1. Action of the Supreme Court.

2. Mobbing of Mr. Garrison. When; where; why.

3. Breaking up of schools for colored children.

4. Growth of anti-slavery party.

5. Declaration of Congress.

6. Escape of Fred. Douglass from Baltimore, Md., to New Bedford, Massachusetts, in 1838. Who. Later History.

V—TEMPERANCE REFORM.

1. Work in this cause up to 1812.

2. Work of Benjamin Rush. What; where.

3. Moral societies—Purpose; methods; effects.

4. Action of forty farmers—When; pledge.

5. American Temperance Society—When; where; composition; work; 1, 2, 3.

6. The Washingtonians—Origin; when; where; object; work; John B. Gough. Who. Work. Book.

VI—EDUCATION.

1. Result of the Congressional land grant.

2. Growth of Academies and Colleges.

3. First educational paper—When; where; name.

4. First Normal School—When; where; by whom.

5. Work of Josiah Holbrook—Who; where; what. Effects.

6. Work of Horace Mann—Who; where; what.

7. First commercial school in the United States, at Boston (Mass.) Corners, in 1840.

VII—ORIGIN OF EXPRESS BUSINESS. 1839.

March 4th William F. Hamden, who was in search of some occupation which would support him, began this day to travel between New York and Boston for the accommodation of business men in sending small packages from one city to the other. He at first carried simply a satchel, but his patrons grew in number until he had to establish an office in each city, with a daily messenger each way. Previously to this, such packages had been sent by friends or special messengers. Mr. Hamden named his business "The Express," and originated in this way the whole modern express traffic. In 1841, he established an English and Continental Express, with the particular object of systematizing immigration from Europe. Within three years he had brought into the United States over 100,000 laborers.

Mr. Alvi Adams also greatly aided in enabling the Express business to reach its present status. Mr. Hamden and Mr. Adams never reaped the immense profits which the business they originated now yields, for they both died poor men. The present great Express companies of the United States are the American, the Adams, and the United States.

VIII—ELECTION OF NEW OFFICERS. 1840.

1. Conventions and candidates.

(a) Liberty Party, Warsaw, New York, November 13, '39—James G. Birney, of New York, and Francis J. Lemoyne, of Pennsylvania. They refused the nomination, but were voted for in the campaign. Doctrine.

[b] Whig Party, Harrisburg, Pennsylvania, December 4, '39—William H. Harrison, of Ohio, and John Tyler, of Virginia. Why?

[c] The Democratic Party, Baltimore, Maryland, May 5, '40—Martin Van Buren. Why? Nominations for Vice President left to the states.

[d] The campaign.

[a] General fact.

[b] Sneer at Harrison—Popular expressions.

[d] Rallying cry of the Whigs.

4. Results of the election:

[a] Triumph of the new Whig Party.

[b] Temporary defeat of Democratic Party.

[c] Votes for candidates—Van Buren, Harrison, Birney.

2. Platforms:—[a] Abolitionists—Extinction of slavery. [b] Whig—No platform, so as not to antagonize the Anti-Masons.

[c] Democrats—Against national improvements. A protective tariff. A National Bank. Interfering with slavery in the states.

HARRISON'S AND TYLER'S ADMINISTRATION. 1841–1845.

The new President—William H. Harrison, of Ohio.

1. Early history. 2. Education. 3. Official History.

4. First official act—Call for a special session of Congress, on March 17. To meet May 31, to "consider sundry matters connected with the finances of the country."

5. Character of the Cabinet—Promise of the Administration. 6. Age, health, habits, labors. 7. Death. Time. Place. Effect.

8. Action of Congress as to salary. What. Why.

9. Tyler takes the oath of office—When. Where.

John Tyler, of Virginia. 1. Education. 2. Official History. 3. Why placed on the ticket with Harrison.

4. Politics. 5. Religion. 6. Wealth.

7. Policy. Effect. [a] On party. [b] On himself.

8. Unpopularity of Tyler. 9. Later History.

II—SPECIAL SESSION OF CONGRESS.

1. Time. 2. Purpose. 3. Work. [a] Pass a general Bankrupt Law. Purpose. [b] Repeal the Independent Treasury Bill. [c[Pass a bill to incorporate the Fiscal Bank of the United States. [d] Pass a bill to distribute the proceeds of the sale of public lands among the states.

III—ACTION OF THE PRESIDENT.

1. Vetoes the bill for the United States Fiscal Bank—Ground—Powers too great, and was unconstitutional.

2. The Whig leaders ask the President for an outline of a bill which he would sign.

3. The President, after consultation with his Cabinet gives the desired bill, and Congress at once passes it.

4. The President again vetoes the Bank Bill—Effects. [a] Rupture with his party.

[b] Resignation of the Cabinet—Why? Exception. Why not Webster?

[c] The Whig members of Congress issued "Addresses to the People," detailing the reforms designed by the Whigs, and impeded by the President, and declared that "all political connection between them and John Tyler was at an end from that day forth."

5. The Corporals Guard—Applied to those few members of Congress who recognized Tyler as a leader.

IV—TROUBLE WITH ENGLAND. 1840-1842.

1. Causes—[a] Disputed New England boundary. [b] Right of search.

2. Each government chooses an agent to amicably settle the dispute. Result. Treaty of Washington. Agent of each government.

3. Provisions of this treaty as to:—[a] Disputed boundary. [b] The right of search. [c] The suppression of the Foreign slave trade.

V—THE TARIFF OF 1842.

1. Origin—Caused by the terrible financial distress of the last five years.

2. Requirements—Decreased the number of free importations, and put a thirty-three per cent. duty on all dutiable articles.

3. Effect—General prosperity.

VI.—ANNEXATION OF TEXAS. 1845.

1. Policy of Spain and Mexico, as regards the settlement of Mexico. Why?

2. Invason of James Long—Time: call; title.

3. Grant of land to Moses Austin, of Connecticut—[a] When. [b] By whom. [c] Condition. [d] Confirmed to his son—Stephen Austin. Privilege, Work 1821-2.

4. Mexico frees all her slaves—[a] Time. [b] Results—Great dissatisfaction among Southern slave-owners, in Texas. Why. 5. Offers to purchase Texas. (a) When. Each. (b) Price. (c) By whom.

6. The Southern States greatly encourage emigration to Texas—[a] Purpose—To ultimately annex Texas as a slave territory. [b] Immediate result—A steady flow of lawless settlers into Texas. Why; number in 1833. [c] Ultimate result—Declaration of Independence. Texan war.

1. Time—March 2, 1836. 2. Number of signers. 3. Number of Southerners. 4. Number of native Texans.

6. Texan War of Independence.

1. Leader—Gen. Sam. Houston. [a] Who. [b] Former history. [c] Character. [d] Characteristics of body and mind. [e] Ambition. [f] Aid.

2. Texans refuse to submit to Santa Anna.

3. Santa Anna invades Texas—[a] Defeated at Gonzales, October 2, '35 [b] Captures and massacres the garrison of Alamo. Death of David Crockett Who.

4. Texans capture the Goliad and San Antonio, and drive Santa Anna from Texas.

5. Huston defeats Mexicans with great loss at San Jacinto, March 21, 1836.

6. Lamar chosen President of Texas in 1838.

7. Houston chosen President of Texas in 1836 and in 1841.

8. Texas asks admission into the Union in 1837, and again in 1844.

9. Discussion of annexation in Congress, with the action of Congress, the President, and Texas.

[a] Position of the sections. Why.

[b] Admission of Calhoun. [c] Saying of Webster: "We all see Texas will be a slave-holding country, and I frankly avow my unwillingness to do anything which shall extend the slavery of the African race on this continent, or add another slave-holding state to the Union."

[d] Saying of Mississippi Legislature—"The south does not possess a blessing (speaking of slavery) with which the affections of her people are so closely entwined. By the annexation of Texas an equipoise of influence in the halls of Congress will be secured, which will furnish us a permanent guarantee of protection."

[e] Congress passes the Annexation Bill.

[f] The President signs the Annexation Bill, March 1, 1845.

[g] Result—A southern victory. The slave-power gained new votes in Congress, and room for a vast extension of the slave system. (See Texas—MacKenzie. U. S. Reader, page 320–322.

8. Condition of the Annexation Bill. 1845.—(a) Texas must adopt a constitution and lay it before Congress on or before January 1, 1846. (b) All mines, minerals, fortifications, armies, and navies must be ceded to the United States. (c) New states might be formed of said territory. (d) The United States to assume debts, owed by Texas, to the amount of $7,000,000.

VII—THE DORR REBELLION IN RHODE ISLAND. 1842.

1. Time. 2. Cause—Difference of opinions as to the manner of abrogating the old charter. 3. A short sketch of this charter and its leading provisions.

4. Events—(a) Formation of the Suffrage and the Law and Order parties. (b) The Suffrage party chose S. W. King, governor. (c) The Law and Order party chose T. W. Dorr, governor. (d) Both parties meet and organize their separate rival governments. (e) The Law and Order party attempt to suppress the Dorr faction by force. Civil war. (f) The United States disperses the Suffragists and capture Dorr.

5. Dorr; trial; charge; result. Later history.

VIII—THE MORMON TROUBLE IN ILLINOIS—1840-5.

1. Short sketch of the early Mormons—and their founder, Joe Smith.

2. The Mormons found Nauvoo—What. When. Where. Why so called. Growth. Size.

3. Causes of trouble—[a] The practice of polygamy. [b] The enactment of laws contrary to the statutes of Illinois. [c] Thought to have committed certain robberies and murders. [d] Belief that they controlled the courts, and could not be brought to justice.

4. Action of the people of Illinois.

[a] Arrest of Joe and Hiram Smith, and their imprisonment, at Carthage, Illinois. [b] A mob murders the prisoners, July 7, 1846. [c] Nauvoo besieged by her infuriated neighbors. [d] Exile of Mormons from Illinois. [e] Journey to Utah. When. Distance. Sufferings.

5. Subsequent History.

[a] Later leader—Law.

[b] Number—Growth. Leaders.

[c] Leaders from 1877 to 1879.

[d] Present leader—[e] Anti-Mormonism.

[f] Utah why not a state?

IX—POSTAL AFFAIRS.

1. Number of Post-offices in 1790.

2. Leading post routes. Speed.

3. Letter postage rates—Before 1835, 1845, to 1851. Since 1851.

4. Postal Cards—What; when.

5. Letters sent and offices in 1878.

X—EXPLORING EXPEDITION IN SOUTHERN OCEAN.

1. Leader. 2. Later history. 3. Length of cruise. 4. Discoveries. 5. Effect.

XI—VULCANIZING INDIA RUBBER. 1839.

1. Inventor—When; where; how; effect.

XII—THE MAGNETIC TELEGRAPH—S. F. B. MORSE.

1. Work of Franklin—Discovery and invention.

2. Early experimenters—The Spanish in 1798; discoveries as the impulse, current and message.

3. Invention of systems of electric telegraphy. (a) The German—Who; character. (b) The Englishman—Who; character. (c) The American—Who; character.

4. The story of Morse's Invention. (a) Journey to Europe—When; purpose. (b) Origin of his idea—When; where; effect. (c) His labors; nature.

5. Application for Congressional aid. (a) When. (b) Immediate effect. (c) Ignorance of the subject. (d) Success; when; appropriation; amount; purpose.

6. Early messages—(a) First message; what; origin. (b) First news; what; when; where. (c) Other news; what; when; where; effect.

7. Poetical quotation about inventors.

8. Honors of the invention. Work of Wheatstone and Cooke, and Morse, Vail and Henry. Who. Position.

9. Importance of the Invention. (a) The British Government's idea in 1826. (b) Summary of business in 1874; miles in world; in America; yearly receipts; number of messages.

10. Telegraph improvements. (a) Repeater; what; purpose. (b) Du-

plex Apparatus; purpose; who; where. (c)The Telephone; inventors; who; when; where; use; illustrations of use. (d) The relative importance of the Telegraph and the Telephone.

XIII—STATES ADMITTED.

1. Florida—When. Area.
2. Texas—When. Area. } Slave.

XIV—ANTI-RENT DIFFICULTIES IN NEW YORK—1840.

1. Time. 2. Place 3. Cause.

4. Events, 1840-1844. 5. Results.

[See Fennimore Cooper's Novels—Satanstoe, The Chain Beaver, (The Redskins.

XV—ELECTION OF NEW OFFICERS—1844.

1. Conventions and candidates.

[a] Liberty Party—Buffalo, New York, August 30, 1843—James G. Birney, of New York, and Thomas Morris, of Ohio.

[b] Whig Party—Baltimore, Maryland, May 1, 1844—Henry Clay, of Kentucky, and Theodore Frelinghuysen, of New Jersey.

[c] Democratic Party—Baltimore, Maryland, May 27, 1844. James K. Polk, of Tennessee, and George M. Dallas, of Pennsylvania.

2. Great question—Annexation of Texas.

3. Platforms. [a] Liberty Party—A series of resolutions denouncing slavery, and calling upon the Free States for Penal laws to stop the return of fugitive slaves.

[b] Whig—A national currency. A protective tariff. A distribution of surplus revenue among the states.

[c] Democratic—Same as 1840, and demanding the re-occupation of Oregon, and the re-annexation of Texas.

4. The campaign. Nature. Position of Clay. Opposition of Liberty Party.

5. Result—Election of Polk. Mexican war.

6. Votes. { Polk, 170. Clay, 105. Birney, 65,000—popular.

7. Last acts of Tyler's Administration. Effect.

JAMES K. POLKE'S ADMINISTRATION. 1845-49.

1. The New President.

1. Age and nativity. 2. Official history. 3. Education. 4. Religion. 5. Wealth. 6. Effect of his election on Democratic party: pledge. 7. Head of Cabinet. 8. Death.

II—SETTLEMENT OF THE NORTH-WEST BOUNDARY.

1. When. 2. Claim of the United States on Oregon. Ground—(a) Work of Lewis Clarke in 1804-6. (b) Treaties with France in 1803, and Spain in 1819.

3. American settlers and the boundary.

4. Claim of England on Oregon. Why.

5. Mottoes of the United States. (a) "54°-40' or fight." (b) "All Oregon, or none."

6. Decision, and its effect on the contesting nations.

7. Gain of the United States in land.

III—THE SOUTH-WEST BOUNDARY.

1. Time. 2. Origin of the trouble.

3. The Texas Republic, and Texas, as a State.

4. Rival claims of Texas and Mexico as to territory.
5. The disputed country. What; value.
6. The United States takes up the claim of Texas.
7. Both parties send out armies.
8. Result—Mexican war.

IV—THE MEXICAN WAR. 1846-48.

1. The Early War. (a) Building of Ft. Brown. (b) The Mexicans beseige Ft. Brown. (c) Gen. Taylor raises the siege.

2. Plan of the War. (a) Army of occupation under Taylor to go South from the Rio Grande. (b) Army of the West under Gen. Kearny, to cross the Rocky Mountains and conquer New Mexico and California. (c) Army of the Center under Gen. Scott to advance from the Gulf coast on the Capital.

3. Campaign of Gen. Taylor. (a) Battle of Palo Alto. (b) Battle of Resaca de La Palma. (c) Storming of Monterey. (d) Battle of Satillo. (e) Battle of Buena Vista; where; when; result of each. (g) Return of Gen. Taylor to the United States. Why; why; reception.

4. Campaigns of Gen's Kearney and Fremont. (a) Conquest of New Mexico. Force; time; rendezvous; march; work. News of Kit Carson. Who; what. (b) Conquest of California. Time; leader; advice of leader; idea of the Mexicans; nature of Fremont's exploring work; when; what; where; result.

5. Campaign of Gen. Scott. (a) Siege of Vera Cruz; when; where; result. [b] March to Mexico—distance; battles; events. [c] Capture of Mexico—When; forces.

6. Opposition to the War. [a] General fact. [b] Declaration of the Whigs. [c] Support of the War. In the East. In the South. [d] Object of the war. Why. [e] Idea of the whole people. [See Lowell's Biglow Papers.]

7. The Treaty of Guadalupe Hidalgo—[a] Time—Feb. 2, 1848. [b] Place—An obscure town in Mexico. [c] Boundary, 1, 2, 3, 4 and 5. [See Ridpath's Academic History.] [d] Territory acquired—Upper California, Utah, Nevada, Arizonia, New Mexico. [e] Guarantees of Mexico—Free navigation of the Colorado River, and the Gulf of California. [f] Price, $15,000,000 plus $3,000,000 for damage done American commerce. [g] Ratification of treaty—When; by whom and proclamation of peace. [See Anderson's Popular School History, p. 24.]

8. Summary of the War—[a] As a military contest. [b] As a contest financially. [c] Peculiarities as to the acquisition of territory and the gaining of victories. Gen. Grant's ideas about it. [d] Present belief as to this war. [Anderson's Popular School History, pp. 243-246.

V—THE DISCOVERY OF GOLD IN CALIFORNIA.

1. Time. 2. Place. 3. Circumstances. 4. By whom. 5. Spread of the news in California. Effects on settlers, land, and mines. 6. Money and the cost of living. 7. Spread of the news to the states, and to the world. Effect on emigration. 8. Routes to California. (a) Overland. (b) Panama. (c) Cape Horn. 9. Growth of San Francisco, and of California Territory to 1852. 10. Importance of the discovery. Production of the first year. Total. Yield now? 11. State of society—(a) Prevalence of (?) (b) Work of the better citizens; effect. 12. Subsidence of the gold fever; time; effect. 13. General results—(a) On the growth of the West. (b) On Chinese Immigration. (c) On the construction of the great western railroad. (d) On the growth of commerce with China.

VI—INVENTION OF SEWING MACHINES.

1. Chief honor.

2. Work of Walter Hunt—When; where; nature; defect.

3. Work of Elias Howe—(a) Early situation. (b) Origin of the idea, when; how; first attempt. (c) Invention of the shuttle; what; parts; relation of this to all machines. (d) Success of the invention and aid of George Fisher. (e) Test of machine; when; how; where; result. (f) Journey of Howe to England; when; purpose; result; work of Burlingame. (g) Application for, and issue of Patent; when; result.

4. Improvements—(a) Number of Patents. [b] Leading Improvers. [c] Relation of subsequent inventions to that of Howe.

5. Reception of the Invention. [a] In the United States. [b] In England; opposition; why.

6. Results of the Invention. [a] On Howe.]b] On machine manufacturers. [c] On the sale of machines; its chief glory; its growth in popular favor.

7. Machines why so cheap now?

8. Names of leading Sewing Machines—Singer, Howe, White, Whitney, Domestic, Florence, Davis, Smith, Dover, Baker, Grover, Wheeler & Wilson, Wilcox & Gibbs, Finkle & Lyon, Sovereign, New Home, Empire, Weed, Wilson, Victor, Crown, American, St. John, Remington, Button-hole.

VII—THE ASYLUM FOR IDIOTS.

1. When. 2. Where. 3. Previous ideas; result. 4. Work of this school. 5. Idiot Schools; number; support.

VIII—STATES ADMITTED.

1. Iowa. [a] A part of what? [b] Settlement; when; where; by whom; why. (c) Organization as a territory and admission as a State; when.

2. Wisconsin—(a) First explorers and settlers. (b) American settlers; when; where. (c) Organization as a territory and admission as a State.

XI—THE WILMOT PROVISO.

1. Desire of both parties. 2. Author. 3. Time. 4. Purpose. 5. Provisions. 6. Results—(a) Defeat of the bill. (b) Brought the question of slavery into prominence. 7. Formation of a new party. (a) Name; why. (b) Origin. (c) Position and number. (d) Composition. (e) Joined by whom? (f) Later history. NOTE.—Foundation of the proviso, ordinance of 1877.

X—ELECTION OF NEW OFFICERS. 1848.

1. Conventions and candidates—(a) Democratic—Baltimore, Md., renewed the platforms of 1840 and 1841. Nominated Lewis Cass of Michigan, and Wm. O. Butler, of Kentucky.

(b) Whig. Philadelphia, June 7. Nominated Zachary Taylor, of Louisiana, and Millard Fillmore, of New York. No platform.

(c) Free Soilers. Buffalo, N. Y., August 9. Nominated Martin Van Buren of New York and Chas. F. Adams, of Massachusetts.

2 Platforms—(a) Democratic—No regular one. Voted down in convention by a heavy majority a resolution that Congress had no power to interfere with Slavery, either in the states or territories.

(b) Whig—No regular platform. Voted down in convention repeatedly, a resolution affirming the Wilmot Proviso as a party principle. It was thus evident that the Whigs were not ready to become an Anti-Slavery Party, nor the Democrats a Pro-Slavery party. The State of New York had sent two delegations to the Democratic Convention, the "Hunkers" or Conservatives, who

wished to leave the Slavery question in abeyance, and the "Barnburners" or Free Soil Democrats, who opposed any further extension of slavery into the Territories. Both were admitted, but the Barnburners withdrew and joined the Free Soilers. They adopted a platform, declaring that Congress had no power to make a slave than to make a king, and that there should be no more Slave States nor Slave Territories.

3. The Campaign—[a] Nature. [b] Popularity of Taylor. Why. [c] Vote for Van Buren. [d] Result.

X—THE TARIFF OF 1846.

Was passed by a party vote. It aimed at a list of duties sufficient only to provide revenue for the Government without regard to protection.

TAYLOR'S AND FILLMORE'S ADMINISTRATION—1849–1853.

1. The New President.

1. Previous services, and popularity.

2. Knowledge of civil affairs.

3. Interest in politics—Regret.

4. Support of the sections—Why.

5. Personal esteem. 6. Religion and wealth.

II—THE ADMISSION OF CALIFORNIA.

1. Origin of its importance.

2. Action of California Territory. 1, 2, and 3.

3. Discussion of slavery. (a) General fact. (b) Positions of the sections. Why. (c) Nature of issue.

4. The admission of States since 1820.

(a) Free States, 12 { Ark., 1836; Fla., 1845; Tex., 1845 }
(b) Slave " 12 { Mich., 1837; Ia., 1846; Wis., 1846 } Cal., 1850.

California gave to the north the greater congressional representation.

4 The Omnibus Bill—(a) Why so called? (b) When. (c) Origin. (d) Leader. (e) Provisions. As to California. As to Utah and New Mexico, Texas, District of Columbia, Fugitive Slave Law.

5. Debate of the bill.

(a) As a whole. (b) The last provision.

(c) Opposition of the Abolition Party. Leaders.

(d) Position of the south, and Clay and Webster.

(e) Ideas of the sections as to this bill being a repeal of the compromise of 1820. Why.

III—DEATH OF THE PRESIDENT.

1. When. 2. Sickness. 3. Term of office.

4. Last words. 5. Successor.

IV—THE NEW PRESIDENT.

1. Early life. 2. Education. 3. Religion. 4. Wealth. 5. Official History. 6. Policy. Effect.

V—ARTIC EXPLORATIONS.

1. Work of Dr. Franklin. (a) Who. (b) When. (c) Purpose. (d) Result.

2. Work of Henry Grinnell. (a) Who. (b) When, 1851. (c) Where. Purpose. (d) Results; 1 and 2.

4. Later Explorers—(a) The "Polaris" in 1871, under Captain Charles F. Hall. (b) The "United States" in 1860, under Captain Isaac J. Hayes. (c) The "Jeannette," under Captain ——— —— ——. Result. [See Newman.] Purpose, and results of these expeditions.

VI—FORMATION OF A NEW EXECUTIVE DEPARTMENT.

1. Name. 2. When. 3. Purpose.

4. Duties, 1 and 2. 5. Head called. What. 6. First Secretary.

VII—EXPEDITIONS AGAINST CUBA—1850-1.

1. First expedition. (a) Time. (b) Idea of the Insurgents. (c) Leader. (d) Landing in Cuba. When. Where. Results, 1, 2 and 3.

2. Second expedition—(a) Time. (b) Leader. (c) Force. (d) Rendezvous. (e) Results, 1 and 2. [See Ridpath's Academic History, p. 402.

IX—FISHERY TROUBLES WITH ENGLAND—1852.

1. Origin. 2. Question. 3. Position of the Disputants, and their action. 4. Settled. When. How. Provision. [See Ridpath.]

X—UNCLE TOM'S CABIN—1850.

By Harriet Beecher Stowe, first appeared as a serial in the "National Era" at Washington, D. C. It has been translated into many languages, and been spread broadcast over the whole world. It had the greatest influence in moulding and strengthening the anti-slavery sentiment of recent years. It is the greatest book of its kind ever written. The moment of its issue was propitious in the extreme. Another book which brought forth a storm of abuse in the south, was the "Impending Crisis," by H. R. Helper, of North Carolina. It was the subject of great debate in the XXXVI Congress, first session in 1860. It appealed to the poor whites of the south "never to give another vote for a slavery advocate, and never to have any fellowship in religion or affiliation in society with slave holders." It had immense circulation.

XI—THE BOSTON WATCH COMPANY—1850.

The manufacture of American watches was begun at Roxbury, Massachusetts, by Aaron Dennison, Edward Howard, and Samuel Curtis. Mr. Dennison traveled abroad, and studied the line of work. He, and Mr. Howard invented the process of making the parts of a watch by machinery. These men erected the first building in the world for such a purpose. The business was continued at Roxbury till 1854; then it was moved to Waltham.

XII—THE JENNY LIND TOUR—1850.

She arrived in the United States in September, and had engaged with P. T. Barnum to give one hundred and fifty concerts in the United States and Cuba. The first three concerts alone in New York brought her nearly $10,000 each. All of the first she gave away for charity. Her reception throughout the country was very enthusiastic. She had probably the greatest popularity of any of the children of song, who have ever visited the United States.

XIII—THE NORTH-WEST PASSAGE—1850.

The long-sought passage was discovered by Captain McClure, who in the "Investigator," had passed through Behring's Strait and spent two years on the north shore of America, returning home through Davis Strait. In 1855, Captain McClure received £5,000 which had been offered for this discovery, and was knighted.

XIV—TOUR OF LOUIS KOSSUTH IN THE UNITED STATES—1851-2.

December 5; Louis Kossuth, the great Hungarian patriot, arrived in the United States upon the war steamer "Mississippi," which had been sent to Europe for him by the government. He came as the guest of the American people, and was received as such. He spoke in behalf of European liberty in all the larger cities of the United States, and raised sums of money for his own needy and oppressed people. He remained here about eight months, and his course was one continued ovation. He left for Europe July 16, '52. A

large, white, soft felt hat was worn by Kossuth in this country, and for years afterward Kossuth hats were all the rage.

[See Ridpath's Academic History, p. 402.]

XV—DEATH OF GREAT MEN.

1. John C. Calhoun—The champion of States Rights and Southern interests at "Fort Hill," S. C., March 31, 1850.

2. Henry Clay—The great "Pacificator," and the "Idol of the West" at Ashland, Ky., June 28, 1852.

3. Daniel Webster—The champion of National Supremacy. The expounder of the Constitution and the giant intellect of New England, at Marshfield, Mass., October 24, 1852. A careful study should be made of the lives of these great men including particularly: (a) Their work as statesmen in their time. (b) The effect of their work on future prosperity. (c) The effect of their death on political organizations. See Anderson's U. S. Reader.

XVI—THE ASTOR LIBRARY. 1848–1854.

The trustees appointed by John J. Astor, met according to the provisions of his will in May 1848, and took measures to proceed rapidly in fulfilling the bequest. Dr. J. B. Cogswell was appointed Superintendent and was sent to Europe, with $20,000 to buy books. He obtained 20,000 volumes in four months, which were increased to 70,000 when the building was opened January 20, 1854. This magnificent bequest has proved a great blessing to New York.

XVIII—ELECTION OF NEW OFFICERS. 1852.

1. Conventions and candidates and platforms:

(a) Democratic—Baltimore, Maryland, June 1. Nominated Franklin Pierce, of New Hampshire, and Wm. R. King of Alabama. It endorsed the Kentucky and Virginia resolutions of 1798, and pledged support to the compromise of 1850, including the Fugitive Slave Law.

(b) The Whig, Baltimore, Maryland, June 16, nominated Gen. Winfield Scott, of Virginia, and Wm. A. Graham, of North Carolina. It likewise endorsed the compromise of 1850, including the Fugitive Slave Law.

(c) The Free Soil Party nominated John P. Hale, of New Hampshire, and George W. Julian, of Indiana. (The Apostate Julian.) It declared slavery as a sin against God, and a crime against man; and denounced the compromise of 1850; and the two parties who supported it. The Whig party in this campaign was then forcibly said to have died "of an attempt to swallow the Fugitive Slave Law.

2. The campaign—Its nature.

3. The result.

XVII—SLAVERY TROUBLES.

1. The Capture of Fugitive Slaves—(a) Of a slave at Detroit, Michigan, October, 1850. Such an excitement arose that the military had to be called out. The citizens finally raised $500, and bought him of his claimant. (b) December 23, 1850; a fugitive slave named Henry Long, arrested in New York and returned to his claimant by the Judge. (c) Great trial of some Pennsylvania people who were present when a master tried to capture his slave at Christiana, Pennsylvania. The master was killed in the effort. This trial cost the United States $70,000, and nobody was convicted.

2. The operations of the Fugitive Slave Law—[a] General fact. [b] The act of the slave, Margaret Garner. What. Where. [c] The arrest of Anthony Burns. Effect. [d] Obligations of private citizens as to the law. Effect. ("Burns' Riot.")

3. The passage of acts by State Legislatures to prevent the operation of the Fugitive Slave Law.

4—THE UNDERGROUND RAILROAD.

[a] What. [b] Purpose and work.

[c] President—Levi Coffin, of Cincinnati.

[d] Work of Abolitionists and Quakers.

[e] Object of the slaves in escaping? Why?

[f] Method of escape on the coast.

[g] Story of the Underground Railroad.

[h] Belief of the Abolitionists. Action.

FRANKLIN PIERCE'S ADMINISTRATION. 1853-7.

1. The New President.

1. Position as a lawyer and statesman.

2. Education, religion and wealth.

3. Pledge to his Party—Sympathies and influence.

4. His official history.

5. Conduct in the war of Union.

II—THE GADSDEN PURCHASE. 1853.

1. The maps of the treaty of Guadalupe and Hidalgo.

2. The disputed territory—The Messila Valley. Where; value; why wanted by the United States? 3. Price.

4. Guarantees of Mexico as to Gulf of California, and the Colorado river.

5. Why so called? Organized into?

III—THE WORLD'S FAIR AT NEW YORK. 1853.

1. The Fair of England: when; where; kind of building; leader; invitation.

2. The Fair of the United States; when; where; building and nature; attendance.

3. The Fair of France; when; where.

4. Later International Fairs; where; when.

5. Result as to ideas of progress, and mutual acquaintance and respect.

IV—TREATY WITH JAPAN. 1853.

1. Why desirable. 2. Effect of the jealousy of the Japanese.

3. Expedition of the United States. (a) Leader. (b) Object. (c) Landing of the fleet and procession. (d) Results—On Japanese advancement; on commerce.

V—THE PACIFIC RAILROAD SCHEMES.

1. Proposal of Whitney—When; what; result.

2. Proposal of Degrand. When; what; result.

3. Completion of the Panama railroad. Time; place; by whom; length 47½ miles; cost $7,500,000; effect.

4. A corps of engineer sent out by the United States—

[a] When. [b] Where. [c] Purpose. [d] Work. One party explored from St. Paul to Puget Sound. Another explored to the Pacific on the 36th parallel. Another explored to the Pacific by way of Great Salt Lake in Utah. Another from some point on the lower Mississippi to the coast of California to at San Diego.

VI—AMERICAN REAPERS. 1855.

A trial between reaping machines of all nations was held at Paris in 1855. Machines were present from England, Algeria, and the United States. The Americans showed entire superiority, cutting an acre of oats in 22 minutes,

while it took the English 66 minutes, and the Algerians 72 minutes. The enthusiasm on the part of witnesses was unbounded. A trial between threshers was held soon after in England, and again in France with the same result. These victories for American mechinists greatly increased the exportation of American machinery to foreign countries.

VII—THE ASSOCIATED PRESS. 1855.

This association was formed by the New York daily papers in order to distribute the telegraphic news most expeditiously. It has assumed immense proportions in late years.

VIII—BIRTH OF THE REPUBLICAN PARTY. 1854.

The first movement for the organization of the Republican party in the United States, took place in the Congregational Church at Ripon, Wisconsin, February 29, 1854. The Whig party had been broken up by its defeat in 1852. The Nebraska Bill was about to be passed; and the convictions of Whigs, Freesoilers, and Anti-Slavery Democrats were rapidly gaining in clearness and power. Major A. E. Bovay, of Ripon, anticipating the Nebraska Bill, canvassed his friends, to secure, if possible, their co-operation in the formation of a new party opposed to the extension of slavery. The leader in speaking in 1852, predicted the organization of such a party, and proposed the name "Republican" for it. "As having associations which would universally attract men to it." Several meetings were held in the town and vicinity under the leadership of Bovay, and the movement soon assumed considerable dimensions. In June, the name "Republican" was adopted by the State convention of Michigan, and soon the country was filled with it. Henry Wilson in the "Rise and Fall of Slave Power in America" says: "Thus early did the members of that frontier town inaugurate a movement which was destined to sweep and control the Nation; and which did sweep the country, and change entirely the policy of the Government." With this movement were soon identified most of the Whigs, the Freesoilers, the Abolitionists, and the Anti-Slavery Democrats; and in the campaign 1856 showed its new, but even then, gigantic power. [See Newman, page 517.]

XI—ORIGIN OF THE KNOW-NOTHING PARTY. 1852.

"It appeared in 1852, as a secret, oath-bound party, of whose name, nature, and objects, nothing was told even to its members, until they had reached the highest degrees. Their consequent declaration that they knew nothing about it, gave the party its popular name of Know Nothing. Its real name was the "American Order of the Star Spangled Banner." It accepted the name of the "American Party." Its design was to oppose the easy naturalization of foreigners, and to aid the election of native born citizens to office. It particularly opposed Roman Catholicism. Its nominations were made by secret conventions of delegates from the various lodges, and were voted for by all the members; at first, by endorsing the nominations of the other great parties it decided many elections. After the passage of the Kansas and Nebraska Bills, the Know Nothings received large accessions from the Southern Whigs, who were unwilling to be Democrats. It thus become for a time a National Party. It carried nine of the State elections, in 1855; in 1856 nominated Presidential candidates; after this, its southern members gradually joined the Democracy, and the Know Nothing party disappeared from politics." [See Johnston.]

THE SLAVERY AGITATION OF THIS ADMINISTRATION. 1852–1853.

The idea had now (1852) become prevalent in Cuba and in Europe that it was the settled policy of the United States to get control of Cuba, and thus ob-

tain the control of the Gulf of Mexico—the door to California—and the trade of the West Indies, then owned chiefly by England and France. To prevent this, France and England ask the United States to enter into a treaty with them which should secure Cuba to Spain, by agreeing to disclaim "now and forever hereafter, all intention to obtain possession of the Island of Cuba," and "to discountenance all such attempts to that effect on the part of any power, or individual whatever."

Edward Everett, Secretary of State in a response December 1, 1852, told England and France plainly that the question was an American and not a European one, and not properly within their interference. That while the United States disclaimed all intention to violate existing neutrality laws, it would not relinquish the right to act in relation to Cuba, independent of any other power; and that it could not see with indifference, "the Island of Cuba fall into the hands of any other power than Spain." [See Monroe Doctrine.] This ended the discussion of the Tripartite treaty. [See Lossing.]

XI—THE OSTEND CIRCULAR. 1854.

In August, 1854, the President ordered Mr. Buchanan, then American embassador at London, Mr. Mason, embassador at Paris, and Mr. Soule, embassador at Madrid, to meet at some convenient place, and confer on some means of settling the difficulties about Cuba, and gaining possession by purchase or otherwise of the Island. They accordingly met at Ostend, a town of Belgium, and afterward at Aix-la-Chapelle, and after a week's deliberation embodied their views in the Ostend circular. It recommended the purchase of Cuba if possible; if not, the acquisition of it by force. "If Spain," said the Circular, "actuated by stubborn pride and a false sense of honor, should refuse to sell Cuba to the United States, then by every law human and divine, we shall be justified in wresting it from Spain if we possess the power." [See Lossing's Centennial U. S. History, p. 520.]

XII—THE ERA OF FILIBUSTERING. 1853-60.

1. Meaning of Filibuster—In Spanish, a pirate. In English applied to such adventurers as tried to secure power in the former Spanish American provinces. Of all these Wm. Walker was by far the most famous.

2. Expeditions—[a] An attempt on Sonora 1853.

[b] Against Nicaragua in 1855—Succeeded in making himself President for two years, and was then driven from the country.

[c] Makes two more attempts from New Orleans and Mobile, but both were unsuccessful.

[d] Against Honduras in 1860, was defeated, arrested and executed. This ended the attempts at Filibustering,(which were Southern schemes,)and if the government did not help in them, it at least was a passive spectator.

XIII—THE KANSAS AND NEBRASKA BILL. 1853.

1. Author. 2. Purpose.
3. Provisions as to number and names of territories, and as to Slavery.
4. Debates in Congress.
5. Position of the Sections on the question.
6. The petition of the New England clergymen.
7. Passage of the Bill. Result.
8. General effect—Claim of the North. Boast of Robert Toombs, of Georgia.

XIV—THE COLONIZATION OF KANSAS. 1853-61.

1. Struggle. The Parties: purpose; why.

2. Routes of Northern and Southern settlers.

3. Massachusetts Emigrant Society.

4. The rival Constitutions, Legislatures, Capitals and the rival Delegates in Congress.

5. The Border Ruffians; who; work.

6. Action of the General Government.

7. The Border War are—[a] The universal talk. [b] Sacking and burning of Lawrence. [c] Conflict of parties. [d] Peace restored by the appointment of John W. Geary, of Pennsylvania, Military Governor. Time, September 2, 1855. Powers; results.

XV—THE CONTEST FOR SPEAKER OF THE HOUSE.

1. When. 2. Who. Number of ballots. 4. Length of time. 5. Result.

XVI—THE TARIFF OF 1857.

Passed by both houses and became a law. It reduced duties on imports to a lower rate than those of any Tariff since 1816. The Tariffs gradually *increased* from 1816 to 1832, and gradually *decreased* from 1833 to 1857, when duties were nearly where they were in 1816.

XVII—ASSAULT ON CHAS. SUMNER, MAY 22, 1856.

1. Who. 2. Occasion. 3. Assailant. 4. Effects on Sumner. 5. Effect on the North. 6. Effect on Brooks. 7. Effect on the South. Brooks, upon returning to Columbia, S. C., August 29, was granted a public reception and presented with a fine gold-headed cane.

XVIII—ELECTION OF NEW OFFICERS. 1856.

1. Convention, platforms and candidates.

[a] The Know Nothings. February 22. Declared Americans should rule America, and naturalization should only be granted after 21 years, residence; and condemned the repeal of the Missouri Compromise. Nominated Millard Fillmore, of New York, and Andrew J. Donelson, of Tennessee. These nominations but not the platforms were accepted by the remnants of the great Whig wreck at Baltimore, September 17.

[b] Democratic, June 2, at Cincinnati. Adopted the earlier platforms, condemned Know Nothingism, approved the Kansas-Nebraska Bill, and the substitution of Squatter Sovereignty, for the compromise of 1820. It nominated James Buchanan, of Pennsylvania, and John C. Breckenridge, of Kentucky.

[c] The Republican, June 17, at Philadelphia. Advocated internal improvements, the right and duty of Congress to prohibit slavery and polygamy in the territories, and to admit Kansas as a free State. Declared against the repeal of the Missouri Compromise, and the general policy of the administration, and the extension of Slavery. It nominated John C. Fremont, of California, and Wm. S. Dayton, of New Jersey.

2. The campaign: party spirit.

3. Result on all the parties.

JAMES BUCHANAN'S ADMINISTRATION—1859-61.

I. The New President.

1. Born—When and where. 2. Called what? 3. Offices filled. 4. Education, religion and wealth.

5. Avowed object of his administration. (a) As to the party. (b) As to sectional feeling.

II—THE MORMON REBELLION—1857-8.

1. Time. 2. Place. 3. Cause—An attempt of the United States to extend its judicial system over Utah. 4. Action of the Mormons—Result.

4. The United States sends an army to Utah. (a) When. (b) Purpose. (c) Result.

III—TROUBLE WITH PARAGUAY—1858.

1—Action of Paraguay—Her troops fire on an American vessel exploring the Paraguay River. 2. Action of the United States. (a) Demands reparation of Paraguay. (b) Is obliged to send out a fleet to obtain satisfaction. (c) Sends a commissioner with the fleet to settle the trouble.

3. Paraguay makes suitable apologies for the wrong committed.

IV—THE ATLANTIC CABLE.

1. Prediction of Morse. What. When.

2. Work of John J. Craven. Who. When. Kind of cable. Where laid. Honor. Results. 3. Origin of the idea of the Atlantic Cable. (a) leader. (b) Parties. Capital. Work. (c) The Construction company. Laying of cable from Nova Scotia to Newfoundland. Results of ocean soundings. Depth. Bed.

3. The construction of the cable. (a) Conducting line. Form. Composition. Covering. Made where. [b] First attempt. (c) Second attempt. When. Result. (d) Third attempt. When. Result. (e) The cable. Length 1640 miles. Extremities: Trinity Bay, Newfoundland and Valentia Bay, Ireland. (5) The success. First dispatch. Sender. What. To whom. Public feeling. Congratulatory messages. Senders. What.

V—THE DISCOVERY OF PETROLEUM—1859.

1. Time. 2. Place. 3. Experiments in Ohio. When. What. Result. 4. Former kind of oil. Name. How made.

5. Boring of the well in Pennsylvania. When. Where. Yield. Depth. Value.

6. Effects. On speculation. On oil land. On the yield. On fortunes. On illumination.

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SLAVERY TROUBLES.

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VI—THE DRED SCOTT DECISION—1856-7.

1. Why so called? 2. Author, Judge Taney. 3. Time. Decided in 1856, but judgment was not rendered until after the excitement of the Presidential election should subside. History of Scott and his claim to freedom.

4. Declarations:—(a) The Missouri Compromise was unconstitutional. (b) That under the constitution slave owners have a right to hold their slaves in the territories. (c) That neither negro slaves nor their descendants, slave nor free, can become citizens of the United States. (d) Taney was also understood to say, "Negroes have no rights, which white men are bound to respect." "This decision marks the last attempt to decide the contest between SLAVERY

Extension and Slave Restriction by form of law, and from this time the course of events tends with increasing rapidity to a settlement by force." The compromise of 1820 prohibited slavery in *part* of the Territories. Those north of 36° and 30′. The compromise of 1850, and its supplement—The Kansas and Nebraska Bill of 1853, opened *all* the Territories to the chances of slavery. In both of these the *whole* people had agreed. But the Dred Scott Decision opened *all* the Territories, and *all* the Free States to slavery. It was plain that this would never be received as law by the Free States. This decision showed the failure of the Supreme Court as an arbiter; and called the attention of the North to the impracticable demands of slave-owners. Here the northern (Douglas) Democrats, unwilling to follow the South further, chose rather to divide the party. In 1857 the Slave Power of (of 300,000) slave-owners controlled the South, the South controlled the Democratic party, and the Democratic party controlled the Union. The South now felt doubtful of the Kansas struggle, and had not received the expected increase of Slave States, and United States Senators from the territory wrested from Mexico. After the admission of Texas in 1845, five new Northern States were admitted, and others were evidently almost ready for application; while no new Southern States could be formed to counter-balance them. Now, there were but *three* available courses to pursue: (a) to add Cuba to the Union. (b) To acquire territory south of Texas. (c) To re-open the African slave trade. The following subjects had to do with Cuba of which we vainly tried to get possession. (a) The Tripartite Treaty in 1853. (b) The Ostend manifesto in 1854. (c) The expeditions of Lopez—1850–1. The scheme for the acquiring of new territory south of Texas is bodied forth in the Filibustering Era (1853–60.) The re-opening of the African slave trade was already seriously demanded by many slave owners. There seemed to be a strong probability that Southern leaders would endeavor to obtain from the next Democratic convention a declaration in favor of renewing the slave trade. Failing in all these they desired a secession, or separation, from the Free States, and the formation of an independent government, in which slavery would be secured from all attacks or restrictions.

VII—PERSONAL LIBERTY BILLS—(1857—

1. What. 2. When. 3. Why. 4. Purpose. 5. Effect.

VIII—THE JOHN BROWN RAID. (1859.)

1. Where. 2. Author. 3. Life in Kansas.

4. Plan. 5. Method of securing arms.

6. The attack and seizure of the United States Arsenal. [a] Where. [b] When. [c]. Followers. 17 whites and 5 negroes. [d] Circumstances. [e] Result.—Fourteen killed, two escaped, and seven hung. Trial of Brown. When. Where Before whom. Charges. Result.

8. Execution. When. Where. 9 Last act.

0. Effects of Brown's Raid. [a] In general. [b] On the the South, particularly the Disunionists. [c] On the North. Prevalent idea.—[See Yankee in Canada: H. D. Thoreau.

IX—ADMISSION OF STATES—1857–'61.

7. Minnesota, [1857]. Visited first. When. By whom. [b] Work of Pike. When. [c] First white settlement. [d] Climate and growth.

2. Oregon. [1849. [a] Early explorers. [b] First settlement. Where. Why. By whom. [c. Settlements of 1834. Where. By whom. [d] Causes of rapid growth.

3. Kansas, [1861]. [a] The Struggle. What. When. [b] Influence of the President. [c] Impossibility of Slavery. [d] What kind of State.

X—THE PANIC OF 1857.

1 Causes. [a] Excessive speculations in Western lands and Railroads. [b] The successive failure of Europe

2. Events. August 24, the Ohio Life Insurance and Trust Company failed, and the panic was opened September 25–'6. The Philadelphia Banks suspend specie payment. October 13, 14, the New York Banks suspend specie payment, and the Banks of Massachusetts go down in a day the 14th. November 2, unemployed workmen held a large mass meeting, and another November 10. Their distress during the panic were great. December 12, the New York Banks resumed specie payment, and were soon followed by others. The liabilities to this panic were for $291,750,000.

3. Results. [a] Commercial failures. [b] Suspension of specie payments by the Banks. [c] A general depression of business for the following year.

XI—DEATH OF GREAT MEN—Newman p. p. 522'6.

1. Wm. H Prescott. [a] Where. [b] Who. [c.] Work. [d] When.
2. Rufus Choate. [a] Where. [b] Who. [c] Work. [d] When.
3. Horace Mann. [a] Where. [b] Work. [c] When. [d] Who.
4. Washington Irving. [a] Where. [b] Who. [c] Work. [d] When.
5. Parker Cleveland. [a] Where. [b] Who [c] Work. [d] When.

XII—THE GREAT COMSTOCK LODE—1859.

This mine was discovered in Nevada by Comstock and Fennimore. They at once filed claims to the tract. Neither of them realized the value of the "find." Phinney sold his share to Comstock for a pinch of gold dust and a mule, and Comstock parted with the whole claim for a small amount. The finding of this lode gave origin to the silver excitement. By 1866, $70,000,000 worth had been taken from the lode. It has been the richest mine in the world.

XIII—THE COLORADO POTATO BEETLE—1859.

The migrations of this beetle began now in earnest. Soon it was in Nebraska and Iowa. It reached and passed the Mississippi in 1865, and traveled on, ravaging Illinois, Wisconsin, Indiana and Michigan in 1867, Ohio in 1868, and in 1875 it had reached the edge of the Atlantic—had accomplished its great tour from one hundred miles west of Omaha. Half the continent had been traveled over in fifteen years. No efforts sufficed to close up the pathway of this great enemy to the potato crop.

XIV—ELECTION OF NEW OFFICERS—1860.

1. Conventions, platforms and candidates. [a] The National Democracy, Charleston, S. C., April 22. Platform—Reaffirmed the platforms of the past Conventions, and declared for a Pacific Railway and acquisition of Cuba. The Southern Democrats affirmed the Dred Scott Decision, and declared that neither Congress nor the Territorial Legislatures had the right to prohibit slavery in the Territories; the Douglas Democrats refusing to abandon Popular Sovereignty openly resolved that the party would abide by the decisions of the Supreme Court. The Convention adopted the Douglas platform, upon which the Southern delegates protested and withdrew from the Convention. No candidates nominated. The Douglas Democrats met at Baltimore, June 18, and nominated Stephen A. Douglas, of Illinois, and Herschel V. Johnston, of Georgia. The seceding delegates met at Charleston at once, adopted a plat-

form and adjourned; met at Richmond, June 11; adjourned again and met at Baltimore, June 28. They nominated John C. Breckinridge, of Kentucky, and Joseph Lane, of Oregon. [b] The American—Know Nothing now Constitutional Union party, met at Baltimore, May 19, and adopted an evasive platform. Its motto was, "The Constitution of the Country, the Union of the States, and the Enforcement of the Laws." It nominated John Bell, of Tennessee, and Edward Everett, of Massachusetts. [c] The Republican Convention met at the Wigwam, at Chicago. Their platform quoted the Declaration of Independence as to the free born and equality of *all* men; denounced Democratic threats of disunion, and Democratic administration in Kansas, and all Washington: declared that freedom was *bound* to be preserved by Congress in the Territories. It pronounced in favor of Protection, Internal Improvements, the Homestead Bill, and a Pacific Railway. It nominated Abraham Lincoln, of Illinois, and Hannibal Hamlin, of Maine.

2. *Four* parties were now in the field, and Slavery was the great question. The Bell platform meant simply to *evade* the slavery question altogether. The Lincoln platform avowed a purpose *to keep* slavery out of the Territories at any cost. The Breckenridge platform avowed a purpose to *carry* slavery into the Territories at any cost. The Douglas platform meant *to throw* the decision of the slavery question on the Supreme Court, on the people of the Territories, or anywhere, but upon the Democratic party. This discordant position of the parties on slavery only made Lincoln's election more certain. In November all the free States but one chose Republican electors.

3. The Canvass. [a] Public feeling. [b] Nature of the Processions. [c] "The Wide Awakes."

[d] The Republican rallying cries.

[e] Results, 1 and 2.

[f] Threats of secession. Declaration of the North. Declaration of the South. Belief of the North. Mistake.

XV—ACTION OF THE SOUTH.

1. Secession of South Carolina.

[a] The position of South Carolina. Why?

[b] Action of the Convention.

[c] Time—December, 1860.

[d] Place—Charleston. [e] Effect.

2. Secession of the other Southern States: Mississippi, January 9, '61: Florida, January 10, '61; Alabama, January 11, '61; Georgia, January 18, '61; Louisiana, January 26, February 1; Virginia, April 17, '61; Arkansas, May 6, '61; Tennessee, May 7, '61; North Carolina, May 20, 61.

3. Action of Southern Congressmen, Department, Army, and navy officers.

4. Formation of the Southern Confederacy: [a] Time. [b] Place. [c] Members. [d] Name of Government. [e] Nature of the Constitution. [f] President and Vice President. [g] Cabinet—Members and officers.

[h] Appointment of committees—What. [i] Adoption of a flag—a blue union with a circle of seven stars and three bars—the upper and lower red, the middle white. It was intended to add stars for the other states whenever they should secede.

5. Leading Southerners who aided in bringing about secession.

1. Jefferson Davis, of Mississippi. 2. John Slidell, of Louisiana. 3.

Judah P. Benjamin, of Louisiana. 4. William I. Yancey. 5. Robert Toombs, of Georgia. 7. The Rhetts, of South Carolina. 8. William P. Miles, of South Carolina. 9. L. M. Keith, of South Carolina. 10. T. Clingman, of North Carolina. 11. D. L. Yulee, Florida. 12. Louis P. Wigfall, Texas. 13. Jas. M. Mason, of Virginia—Author Fugitive Slave Law. 14. R. M. T. Hunter, of Virginia. 15. Alexander H. Stephens, of Georgia.

XVI—EFFORTS AT CONCILIATION.

1. The Message of the President for '61, argued against secession as much as did Jackson's Nullification Proclamation in 1832. Jackson closed with the warning that blood would flow if the laws were resisted. Buchanan closed by saying in effect he knew not what to do, for he did not believe that Congress could constitutionally make war upon a state.

2. The Crittenden Compromise—[a] Slavery should be prohibited north of 36° and 30′. [b] Slavery recognized, but never interfered with by Congress south of that line. [c] The Federal Government should pay for slaves rescued from officers after arrest. These measures were to become an unalterable part of the constitution.

3. The Peace Congress, 1861, met February 4, 1861, at Washington, at the request of Virginia. It was composed of delegates from thirteen Free and seven Border States. It adopted and reported to Congress a number of resolutions making various concessions to southern demands. Congress threw all these aside, and passed as a substitute an Amendment to the Constitution proposed by Senator Douglas, which forbade Congress ever to interfere with slavery in the States. This amendment was never adopted by the necessary number of States.

XVII—THE MORRILL TARIFF OF 1861.

Passed by both Houses, and became a law. Its great object was the *protection* of manufactures, revenue being only a secondary consideration. This Bill forms the foundation for the tariff of the present.

ABRAHAM LINCOLN'S ADMINISTRATION—1861-65.

I. The New President.

1. [c] Education. [b] Early life. [a] Parentage.

2. Official History. 3. Religion and wealth.

3. Opposition to slavery. Opinion as to the constitution.

4. Declarations in the Inaugural Address. [a] As to the Union. [b] As to slavery. [c] As to United States property.

5. Saying to the seceding States.

[See Anderson's United States Reader], page ——]

II—INDICATIONS OF WAR.

1. Belief of the South.

2. Belief of the North.

3. Saying, and belief as to cotton.

III—GROWTH OF SECTIONALISM BETWEEN THE NORTHERN AND SOUTHERN STATES.

A. Origin of this sectional difference.—Causes.

1. Difference in the climate of the two sections.

2. Difference in the character of the colonists, and in their purposes in colonization.

3. Difference in the habits, occupations, and modes of thought of the people as a result of their character, as colonists, as modified by the influence of the climate.

5. Difference in the systems of labor, and in the staple products of the two sections.

5. Disagreement as to the dividing line between States and National authority.

13. Circumstances in the POLITICAL HISTORY OF THE COUNTRY, MODIFYING THE GROWTH OF SECTIONAL FEELING.

I—THE CONTEST OF THE "STATES RIGHTS" and "NATIONAL SUPREMACY" DOCTRINES.

1. The adoption of the Articles of Confederation.....1777
2. The adoption of the Federal Constitution.....1788
3. The Virginia and Kentucky Resolutions of.....1788–'99
4. The Hartford Peace Convention.....1814
5. The action of the Massachusetts and Connecticut Legislatures..1814
6. The action of Georgia as to the Creek Lands.....1827
7. The nullification of South Carolina.....1832
8. Threats of Secession at the Compromises of 1820 and 1850.
9. Secession of the Southern States.....1860–'1

II—THE CONTEST OF FREE TRADE, OR REVENUE TARIFF AND THE "PROTECTIVE SYSTEM."

1. The Tariff of 1816.
2. The Tariff of 1820.
3. The Tariff of 1828.
4. The Tariff of 1832.
6. The Tariff of Crompromise, 1833.
7. The Tariff of 1842.
8. The Tariff of 1857.
10. The Tariff of 1861—Morrill Tariff.

III—SLAVERY EXTENSION AND SLAVERY RESTRICTION.

1. Ordinance of North Western Territory.....1787
2. Provision of the Constitution.....1788
3. Invention of the cotton Gin.....1792
4. The Foreign Slave Trade.....1808, 1811, 1822 and 1860
5. The Purchase of Louisiana.....1803
6. The Missouri Compromise.....1820
7. The Purchase of Florida.....1819–21
8. The Annexation of Texas—Mexican war.....1845
9. The Wilmot Proviso.....1846
10. The Omnibus Bill.....1850
11. The Filibustering Expeditions against Cuba, and Central America.....1853–60
12. The Tripartite Treaty.....1852–3
13. The Kansas and Nebraska Bill.....1854
14. The Ostend Circular.....1854
15. The Border Warfare.....1854–60
16. The Dred Scott Decision.....1856–7
17. The Personal Liberty Bills.....18—
18. John Brown's Raid.....1859
19. Emancipation Proclamation.....January 1, 1863
20. The Thirteenth Amendment.....1865
21. The Fourteenth Amendment.....1868

NOTE—The last three, results of the War.

IV—LITTLE INTERCOURSE

Between the two sections led to jealousy and suspicion, till they looked upon each other almost as separate nationalities. The great railroads and thoroughfares ran East and West. Emigration flowed naturally from the East to the West.

V—THE PUBLICATION OF SECTIONAL BOOKS.

For the twenty years preceding the War many Northern and Southern books had been published, whose popularity depended entirely on the bad feeling existing between the two sections. Such books were generally filled with ridicule, and falsehood. (Two of the greatest sectional books published were "Uncle Tom's Cabin," in 1850, and Helper's "Impending Crisis," in 1860.) The manners, customs, language, and beliefs of one section were often held up to the contempt and scorn of the other; thus prejudicing and poisoning the minds of all classes, particularly of the youth. The North believed the South inhuman, ignorant and barbarous; while the South believed the North selfish, mean, stingy and cold blooded.

VI—THE EVIL INFLUENCE OF DEMAGOGUES.

[See Ridpath's Academic History, page 419.]

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RESULT—THE CIVIL WAR. 1861-5.

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IV—Summary as to the growth of the country. The eighth census report of 1860, "showed a population of thirty-one and one half millions of people, of whom four millions were slaves. This great population was assisted in its toils by six millions of horses, and two millions of working oxen. It owned eight million of cows, fifteen millions of other cattle, twenty-two million of sheep, and thirty-three million of hogs. The products of the soil were enormous. The cotton crop of that year was close upon one million tons. The grain crop was twelve million bushels—figures so large as to pass beyond our comprehension. Tobacco had more than doubled since 1850, until now America actually yielded a supply of five hundred million pounds. The textile manufactures reached the annual value of two hundred million of dollars. There were five thousand miles of canals and thirty thousand of railroads, Provisions had been made for the education of the children by erecting one hundred and thirteen thousand schools and colleges, and employing one hundred and fifty thousand teachers. The educational institutions enjoyed revenues amounting to nearly thirty-five million of dollars; and the daily history of the world was supplied by four thousand newspapers which, circulated annually one thousand millions of copies."

[SEE ABOVE.]

VI—THE CIVIL WAR—1861-1865.

EIGHTEEN HUNDRED AND SIXTY-ONE.

I. The firing on Fort Sumter—(a) Cause. (b) Commander. (c) Time. (d) Events. 5. Effects. (e) On the north. (b) On the South.

II. The calls for troops—1. Of Lincoln—(a) Number. (b) Time. (c) Effect. 2. Of Davis.

(a) Number. (b) Time. (c) Effect. 3. Action of Virginia, North Carolina, Arkansas, and Tennessee. 4. Action of Delaware, Maryland, Kentucky. Missouri. Why. Effect.

III—The Campaign in West Virginia—

1. Time. 2. Leaders. 3. Forces. 4. Engagements. 5. Effects. (a) On the North. (b) On McClellan. (c) On West Virginia.

IV. The Battle of Bull Run—1. Time. 2. Place. 3. Purpose. 4. Forces. 5. Leaders. 6. Events. 7. Effects. (a) On the North. (b) On the South. (c) On Union army. (d) Fatal calls for troops.

V—Operations in the West—

1. Where. 2. When. 3. Leaders. 4. Engagements. 5. Results.

VI—The Southern Blockade—1. Effect. 2. Inefficiency. Why. 3. The Northern Navy. 4. Running the Blockade. What. How. Why.

VII—The Coast Operations—1. Expeditions. 2 Leaders. 3. Results. 4. The Southern Privateers; what; names; work of Sumter.

VIII—Foreign Relations—1. Action of France and England. [a] What [b] Why. [c] Effect on the war-footing of the parties; on the South and on the North.

IX—The Trent Affair—1. What. 2. Cause. 3. Circumstances. 4. Effect on England. 5. Principle at stake. 6. Mode of settlement; effect on England.

X—The Finances—1. Suspension of specie payment; why. 2. The issue of paper currency; why; names; effect.

XI—The First Year's work of the War—

1. As to confederate victories.
2. As to Union victories.
3. As to the states of Missouri, Maryland, and West Virginia.
4. General effects on the North and South.

EIGHTEEN HUNDRED AND SIXTY-TWO.

I—The Armies—1. Leaders. 2. Where. 3. Size. 4. Purposes of the North—[a] To open up the Mississippi. [b] The capture of Richmond. [c] The Blockade of the Southern Ports.

II—The Peninsular Campaign—1. Why so called. 2. Where. 3. Leaders. 4. Objective point. 5. Plan. 6. Engagements. [a] Siege of Yorktown. [b] Battle of Williamsburg. [c] Jackson in the Shenandoah Valley; purpose; effect. [d] Battle of Fair Oaks. [e] The Seven Day's Battles. 7. When; where; events and effects of each battle. 8. Effect of the whole.

III—Further movements—1. The second battle of Bull Run. [a] When. [b] Cause. [c] Effect.

2. Invasion of Maryland. [a] Leader. [b] Purpose. [c] Engagements —When; where; effects.

3. Battle of Fredericksburg—[a] When. [b] Where. [c] Leader. [d] Events. [e] Losses. [f] Effect.

IV—War in the West—1. Leader. 2. Purpose. 3. Capture of Forts Henry and Donelson. 4. Battles of Shiloh. 5. Bragg's expedition. 6. Battles Iuka and Corinth. 7. Battle of Murfreesboro. 8. First Vicksburg expedition. 9. War in Missouri. 10. General facts about engagements.

V—War on the Sea Coast—

1. Capture of New Orleans—[a] When. [b] By whom. [c] Purpose. [d] Events. [e] Effects.

2. Burnside's expedition against Roanoke Island—[a] Why. [b] Events. [c] Effects.

3. Expeditions in Florida and Georgia—[a] When. [b] Where. [c] Leaders. [d] Work.

VI—Naval Operations—1. Work of the Merrimac; what; when; where; effect.

2. Invention of the Monitor; when; where; by whom; nature; later work of the inventor.

3. The Monitor and Merrimac sea-fight; when; where; methods of warfare; events; results.

4. The manufacture of iron clads; by whom; number; purpose.

VII—The Sioux War; where; when; causes; leaders; work; effects.

VIII—Results of the Second Year of the War—

1. Confederate victories.

2. Union victories.

3. General results.

EIGHTEEN HUNDRED AND SIXTY-THREE.

I.—The Armies. 1. Leaders. 2. Where. 3. Size. 4. Purposes of the North. (a), (b), (c) same as in 1862. (d) Conquest of Tennessee.

II.—The Emancipation Proclamation—

1. Action of Gen. John C. Fremont, in Missouri. When; effect.

2. Action of Gen. B. F. Butler; when; where; what.

3. Action of the Federal Army; what; why.

4. Lincoln's one hundred day proclamation; when; declarations; result.

5. The Emancipation Proclamation; what; author; time; purpose; declarations; effects.

6. The enlisting of colored troops; why; effect.

III.—Battle of Chancellorsville—1. Leaders. 2. Forces. 3. Where. 4. When. 5 Events. 6 Result.

IV—Battle of Gettysburg—1. Leaders. 2. Forces. 3. Where. 4. Events. 5. Why. 6. Important events. 7. Effects.

V—War in the West—1. Purpose. 2. Leader. 3. Forces. 4. Battle of Fort Gibson. 5. Battle of Champion Hills. 6. Battle of Big Black River. 7. Capture of Vicksburg; when; leaders; forces; importance; effects.

VI—War in Tennessee and Georgia—1. Battle of Chickamaugna. 2. Battle of Chattanooga. 3. Battle of Lookout Mountain. 4. Of Mission Ridge. 5. When; where; forces; leaders; events and effects of each and all.

VII—The Calls for Troops in the North—1. After the Peninsular Campaign; number.

2. After Lee's first Northern Invasion; number.

3. During Lee's second Northern Invasion; number.

4. Response to these calls.

5. Reaction in the North. (a) Causes. (b) Enlistment. (c) Desertion. (d) The effect.

6. The Conscription Act. (a) What. (b) Purpose. (c) The New York Draft Riot; why; events; effect. (d) Effects of this act.

VIII—The Results of the Third Year of the War—

1. Confederate victories. 2. Union victories. 3. General effects.

EIGHTEEN HUNDRED AND SIXTY-FOUR. PLAN FOR THE YEAR.

1. Parts. 2. Leaders. 3. Work. 4. Forces.

II. War in Virginia under Grant.—1. Plan. 2. Forces. 3. Battle of the Wilderness. 4. Battle of Spottsylvania. 5. Battle of Cold Harbor. 6. Attack on Petersburg. 7. The Siege of Richmond. 8. Early's raid. 9. Sheridan's campaign. 10. When. Where. Importance. Events. Forces. Leaders, and effects of *each*, and *all*.

III. War in Tennessee and Georgia.—1. Advance upon and capture of Atlanta. 2. Hood's invasion of Tennessee. When. Purpose. Effect. 3.

Sherman's march to the Sea. When. Purpose. Route. Forces. Events. Result.

IV. War about the Gulf.—1. The Red River Expedition. When. Purpose. Engagements. Result. 2. Expedition against Mobile. When. Leaders. Events. Effects. 3. Expedition against Ft. Fisher. When. Leaders. Events. Forces, and Effects.

V. The Southern Blockade.—1. Nature. 2. Effect on the South. 3. Blockade runners. What. Work.

VI. Confederate Privateers.—1. Nature. 2. When built—why? 3. Leading vessels. 4. The Alabama. What. Captain. Crew. Another name. Why. Work. Effect. [See Alabama claims.]

VII—FINANCES OF THE COUNTRY.

1. The Southern Currency.—What. Value. Why.

2. The Northern Currency.—What. Value. Why.

3. Commercial standing of the Contending Sections in Europe.—Effect on each.

VIII—THE FOURTH YEAR OF THE WAR.

1. Confederate Victories.—2. Union victories. 3. Territory conquered. 4. The Southern blockade.

IX—THE POLITICAL CAMPAIGN OF 1864.

1 Conventions, Candidates and Platforms.—(a) Radical men who considered Lincoln timid and irresolute, and who wished to deal with Rebellion and Rebels more harshly, met at Cleveland, Ohio, May 31, and nominated John C. Fremont, of California, and John C. Cochran, of New York. (They afterward withdrew in favor of the Republican candidates).

[b.] The Republicans met at Baltimore, June 7, and adopted a platform declaring war upon slavery, and demanding that no terms, but unconditional surrender be given the rebellious States. It nominated Abraham Lincoln, of Illinois, and Andrew Johnston, of Tennessee.

[c.] The Democrats met at Chicago, August 5. It came under the control of the Peace Democracy (copper heads) and declared that it was the sense of the American people that, after four years of failure to restore the Union by war, during which the Constitution had been violated in all its parts, under the plea of military necessity, a cessation of hostilities ought to be obtained. It nominated George B. McClellan, of New Jersey, and George H. Pendleton, of Ohio.

2. Nature of the campaign.

3. Results. (a) Kentucky, Delaware, and Virginia choose Democratic electors. (b) All the other states choose Republican electors. (c) The South

EIGHTEEN HUNDRED AND SIXTY-FIVE.

1. Plan for the Year—1. Grant to besiege Lee in Richmond. 2. Sherman to move north from Savannah, defeat Joe Johnson, and aid Grant against Lee. 3. Sheridan to cut the railroads around Richmond and to aid in the siege. 4. Reserve forces. (a) Wilson in Georgia, with 10,000; and Stoneman in North Carolina with 5,000

II—THE MARCH OF SHERMAN THROUGH THE CAROLINAS.

1. Route. 2. Capture of Columbia. 3. Evacuation of Charleston. 4. Battles of Averysboro and Bentonville. Results.

III—Siege of Richmond—1. Leaders. 2. Forces. 3. Attack on Fort Steadman. 4. Battle of Five Forks. 5. Capture of Peterburg. 6. Evacuation of Richmond; why; time; circumstances; Results. (See Pollard's Lost Cause.)

IV. Capture of General Lee. 1. When. 2. Where. 3. By whom. 4. Why. 5. Circumstances of the surrender. 6. Effect. 7. Later course of General Lee. Effect.

V. Flight of Jefferson Davis.—1. Direction. 2. Party. 3. Purpose. 4. Capture. When. Where. Circumstances. By whom. 5. Subsequent History of Davis.

VII.—ASSASSINATION OF PRESIDENT LINCOLN.

1. The Assassination.—(a) Time. (b) Place. (c) Circumstances. (d) Assassin. (e) Purpose. (f) Result.

2. Pursuit and Death of the Assassin.—(a) Where. (b) By whom. (c) Circumstances. (d) Death. When. Where. How. Events. Effect.

3. Trial and Execution of Conspirators.—(a) Trial. When. Where. By whom. Result. (b) Number of criminals. Who. Sentences. (c) Execution. Number. Where. When. By whom. Effect.

4. Funeral Obsequies of Lincoln.—(a) At Washington. (b) Funeral procession. Where. How. Events. (c) At Springfield, Ill.

5. Effect of Lincoln's Death.—(a) On the North. (b) On the South. (c) On the whole Nation.

VIII—THE NEW PRESIDENT—ANDREW JOHNSON.

1. Early life. 2. Education. 3. Official history. 4. Religion. 5. Wealth. 6. Why placed on the ticket? 7. His policy as President—What. Why. Effects.

8. Real Estimate of Johnson's Work.

IX—LOSSES OF THE WAR IN LIFE.

1. Number of Union soldiers called for? 2. Number obtained. 3. Terms of service. 4. Loss on Union side. 5. Number disabled for life. 6. Number killed and disabled on both sides.

X—THE NATIONAL DEBT.

1. Whole amount at end of war, and per capita
2. Pledge of Congress as to National debt.
3. Expenses of war during 1864, per day during 1864.
4. National debt when greatest amount.
5. Value of United States currency, July, 1864. Why.
6. The Southern currency at close of war. Why.
7. The Confederate debt—Why not paid?

XI—MEANS TO SECURE THE FINANCIAL CREDIT OF THE UNITED STATES DURING THE WAR.

1. Issue of Treasury Notes in 1861 by Salmon P. Chase, Secretary of the Treasury.—These notes were to be receivable as money to bear 7 3-10 interest. They were issued because all the banks had suspended specie payment and afforded, at least, temporary relief.

2. An Internal Revenue Provided by Congress. This was to be made up from two general sources: (a) A tax on manufactures, incomes, and salaries, 1863.

(b) A stamp duty on all legal documents.

(c) Compare with that levied by England in 1765.

(d) Income used for what purposes. 1, 2, and 3.

3. Increase of the protective and revenue tariff.

(a) The Tariff Act of August 5, 1861.} Both a great increase on the Mor-
(b) " " " Dec. 24, 1861. } rill Tariff of 1861.

4. Issuance of Legal Tender Notes, by the Secretary of the Treasury, to

the amount of $150,000,000 to be used as money, and to bear no interest nor tax; called greenbacks.

5. Sale of United States Bonds—1. How issued? 2. How payable. 3. When payable. 4. Leading kinds—Five-twenties, and ten forties. When payable. Interest. 5. Other leading denominations.

6. Legalizing of National Banks—(a) Parties. (b) Plan. (c) Basis of circulation. (d) The currency, and its guarantee.

XII—SUFFERINGS FROM THE WAR.

1. Extent. 2. Effect on England. 3. Effect on the families North and South. 4. Work of the women of the sections.

XIII—MILITARY FEATURES OF THE WAR.

1. Use of breech-loading rifles. Explosive machines and ironclads.
2. Improvements in Ordnance and Projectiles.
3. Means of transporting troops—Illustrations
4. Use of balloons and telegraphic lines.

XIV.—POLITICAL RESULTS OF THE WAR.

1. The nature of the Federal success.
2. Most important result.
3. Established what principle. Effect.

XX.—THE SANITARY FAIRS.

1. Where organized. 2. Value of supplies, etc. 3. Preparation of food and clothing. 4. Work of the Sanitary Commission. (a) On steamers and railroads. (b) On the battle-field. (c) Other work—1, 2 and 3. 5. Characteristics of *our* war in history. [a] and [b].

XVI.—THE CHRISTIAN COMMISSION.

1. Co-operated with what? 2. Amount raised? 3. Purpose. 4. Work of the Commission. a, b and c.

XVII.—TERRITORIAL LEGISLATION.

1. States Admitted.—[a] West Virginia. Why organized? When. Purpose. Name. [b] Nevada. How acquired? Population before 1850. Reason for rapid growth. Organization as a Territory and admission as a State. When,

2. Territories Organized.—[a] Dakota, March, 1861. [b] Arizona, February, 1863. [c] Idaho, March, 1863. Montana, May 26, 1863.

XVIII—SALE OF PUBLIC LANDS.

1. Claims of the colonies, and cession to the Government; when; what; why; result.

2. Method of Sale—Before 1804; result; after 1804.

3. Survey of Public Lands—How; cost.

4. Sale of Land—(a) Before 1820; where; how; price. (b) After 1820; how; price. 5. Sale of lands in 1836.

6. Causes of the Land Fever—7. The panic of 1837, and the later sale of lands. 8. Sale of lands since the war. 9. Classes of land—Minimum price, $1.25 per acre, and double minimum price $2.50 per acre.

XIX. Homestead Laws—1. When first? 2. Object; how. 3. Previous position of the Government. 4. Work of Horace Greeley. (a) When. (b) Organ. (c) Motto. (d) Work; effect.

5. Changes in Home-Stead Law—Present law.

6. Methods of Entering Land—(a) Under land warrants. [Given mostly for military services by Congress.] Time served in the army or navy being deducted from the time necessary to secure the claim. (b) By homestead, re-

stricted to heads of families, or citizens over twenty-one years of age. Allows any citizen to have a patent to 160 acres of $1.25 land, or eighty acres $2.50 land. They must live upon the same, and cultivate it for five years. Cost, $7 to $22.

(c) Under Pre-emption—Allows any citizen to purchase at $1.25 or $2.50 per acre, any 160 tract of unoccupied government land.

(d) By Timber Culture Act—(1873-8) Allows any citizen 160 acres land who will have in good condition at the end of three years ten acres of young trees.

JOHNSON'S ADMINISTRATION—1865-9.

1. The Disbanding of the Army—1. Size. 2. Prophesies of Foreign Nations. 3. Grant's farewell address to the army; when; where. 4. The quiet return of the army to their homes, a triumph of what? and a proof of what?

II—RECONSTRUCTION.

1. Definition—The re-organization of the seceded states as parts of the Union.

2. Question—The manner of bringing the seceded states back into the Union.

3. Reconstruction Acts of the President—(a) All southern ports open to commerce except four in Texas. (b) Issue of Amnesty Proclamation May 29, 1865. By whom; purpose; declarations; condition; exceptions. (c) Restoration of the Writ of Habeas Corpus to the Northern States. (d) Appointment of Provisional Governors for the Southern States. Purpose: instructions; effect on the South and North.

III—The Thirteenth Amendment—1. Time, February 1, 1865. 2. Provisions—[See amendment.] 3. Requirements of the Rebel States. (a) As to secession. (b) As to the Confederate debt. (c) As to slavery. 4. Ratification, by twenty-seven States, December 18, 1865. 5. Relation to Emancipation Proclamation.

IV—DISAGREEMENT OF THE PRESIDENT AND CONGRESS.

1. Cause—Different plans for reconstruction.

4. Ideas of the President—(a) As to the ordinances of secession. (b) As to the seceded States. (c) As to Representatives of Southern States.

3. Ideas of Congress—(a) As to secession. (b) As to the seceded States. (c) Views embodied in the XIVth Amendments—Provisions—as to the civil rights of the negroes, as to representation from the South, as to the government debt and as to Confederate debt.

V—THE QUARREL OF THE PRESIDENT AND CONGRESS.

1. Time, February, 1866 to February, 1868.

2. Passage of Bills; purpose of each; veto; ground. (See Johnson's American Politics.)

(a) First Freedman's Bureau Bill, February.....1866
(b) Civil Right's Bill, March.....1866
(c) Adoption of the XIVth Amendment, June.....1866
(d) Second Freedmen's Bureau Bill, July.....1866
(e) Bill extending Franchise to negroes in the District of Columbia, December.....1866
(f) Rider to the Army Appropriation Bill, January.....1867
(g) Bill taking away the Amnesty power of the President January...1867
(h) The Bill for the admission of Nebraska as a State, February.....1867
(i) Bill to provide efficient government for the Insurrectionary States March.....1867

(j) Tenure of Office Bill, March 1867

3. Action of Republicans in Congress—(a) The National Committee expel the chairman, and two members, who side with the President. (b) Issue of an Address to the Party defining the issues between Congress and the President.

4. The Extra Session of Congress—Purpose; to check the President's Southern Policy.

(a) First Session—March 4, to March 30, 1869.

(b) Second Session—July 3, to July 20, 1867.

(c) Third " November 1, to December 2, 1867.

5. The impeachment of the President. (a) Time, March 30 to May 26. (b) Court—the United States Senate. (c) Chairman, Salmon P. Chase, Chief Justice. (d) Immediate cause; removal of Edwin M. Stanton, Secretary of War, in violation of Tenure of Office Bill. (e) Charges. (f) Managers from the House, Butler, Stevens, Bingham, Boutwell, Wilson, Williams, and Logan. (g) Result, thirty-five votes for conviction, and nineteen for acquittal.

VI—THE INVASION OF MEXICO—1863-7.

1. The action of Napoleon III. of France, and of Austria—Purpose; why.

2. The chosing of an Emperor—By whom; who; when; how sustained?

3. Coronation of the Emperor—When; where; circumstances.

4. Protest of the President—[a] Why? [b] Why not enforced?

5. Action of Juarez—Who; what; effect.

6. Overthrow of Maximilian—Capture; trial; conviction; execution, June 19, 1867.

7. Effect on his wife; on Europe.

VII—THE ATLANTIC CABLE—1866.

1. Review the first laying of cable.

2. Failure of the cable—Effect on leaders of the enterprise. 3. Work of Mr. Field.

4. The work of the Great Eastern—What; when.

5. Delicacy and perfection of apparatus.

6. Growth of cables—Number; where.

7. Laying of last cable—When; Where; by whom; cost.

VIII—TERRITORIAL LEGISLATION.

1. Nebraska—[a] Organized as a territory; when; how. [b] Admitted as a State March 1, 1869. 2. Wyoming made a territory July 25, 1867.

IX—GREAT TRIP UP THE YUKON—1866.

A party of Americans after a trip of nine months in the interior, arrived at the mouth of the Yukon. They had descended the river 1,300 miles from a trading station which they had reached by overland travel. This expedition proved the Yukon to be one of the greatest streams of the world. Frederick Whymper, the artist, was one of the explorers, and the expedition was in the interest of a Telegraphic Company, which proposed to erect a telegraphic line from San Francisco to Behring Strait; and thence across Asia to England. The information gained on the trip of the resources of the country had much to do with its later purchase from Russia.

X—PURCHASE OF ALASKA—1867.

1. Time, March 30. 2. From whom. 3. By whom. 4. Area. 5. Resources—[a] [b] [c] 6. Opposition; why. 7. Called "Seward's Farm." 8. Price. 9. Population. 10. Present condition.

XI—TREATIES CONTRACTED.

1. With Germany—When; purpose.

2. With China—[a] When; [b] visit of the Chinese Embassy; when; leader; work; [c] provisions of the treaty. 1, 2 and 3; [d] effect; [e] later history of Burlingame.

XII—THE FENIAN BROTHERHOOD—1866.

1. Object. 2. Work. 3. Events. 4. Leaders. 5. Action of the President; what; effect. 6. Result of this uprising.

[See Ridpath & Newman.]

XIII—READING'S OF CHARLES DICKENS—1867.

Gave his first reading from his own works in America to a Boston audience. He was eagerly sought for in all the leading cities, and read steadily from December 2, to April 20, when he closed with a reading in New York. He received a great financial reward from his tour.

XIV—DEATH OF GREAT MEN—1865-1868.

1. Of Thomas Corwin, Governor of Ohio; U. S. Senator, Secretary of Treasury, Minister to Mexico, December 18.....1865

2. Of Dr. E. Nott, President of Union College; 60 years. An orator, inventor and educator, January 29.....1866

3. Of General Winfield Scott, at West Point, January 29.....1866

4. Of Lewis Cass, Governor of Michigan Territory, Superintendent of Indian affairs, Secretary of War twice, Minister to France, U. S. Senator from Michigan, a General in [1812] and [1846-48] June 17.....1866

5. Of N. P. Willis, journalist, essayist and poet, January 31.....1867

6. Of A. D. Bache, scientist, Superintendent cost survey, Feb. 17...1867

7. Of J. A. Andrew [war Governor, Mass.] October 30.....1867

8. Of F. G. Halleck, journalist and poet, November 17.....1867

9. Of Kit Carson, frontier leader and scout, May 23.....1868

10. Of Thaddeus Stevens, Land Commissioner and Congressman from Pennsylvania, anti-slavery advocate, August 11.....1868

XV—ELECTION OF NEW OFFICERS—1868.

1. Conventions, platforms, and candidates. (a) Republicans met at Chicago, May 20, 1868, and adopted a platform holding that the Southern States had abandoned and lost their positions by seceding, and could only be re-admitted on terms satisfactory to Congress. It approved the terms offered, and declared that it was the business of Congress to protect equal suffrage in the South. It nominated Ulysses S. Grant, of Illinois, and Schuyler Colfax, of Indiana.

(b) Democrats met at New York city, July 4th, and adopted a platform demanding that the Southern States should immediately and unconditionally be given the representation in Congress and the power of self-government guaranteed by the Constitution the question of suffrage should be left to the States. It nominated Horatio Seymour, of New York, and Francis P. Blair, of Missouri.

2. The campaign.

3. Result—Democratic Electors chosen by New York, New Jersey, and five Southern States. All the other states ,voting, chose Republican Electors.

GRANT'S ADMINISTRATION. 1869-1876.

1. The new President.

1. Born. When. Where. 2. Education. 3. Military services. 4 Religion. 5. Wealth.

II—THE CENTRAL PACIFIC RAILROAD.

1. When undertaken? 2. Grant of land. When. To whom. Amount. 3. Grant of money. When. By whom. To whom. Amount. 4. Work of California. 5. Divisions of the road. (a.) First. (b.) Second. Termini, length and name of each. 5. Driving of the last spike.—When, where, by whom. The tie. The spike. 6. What realized by this railroad. How?

III—FIFTEENTH AMENDMENT.

1. Completion of reconstruction. When. How. 2. Provisions. 3. Effects of this measure, 1 and 2. 4. The bearing of Texas. 5. Ratification.

IV—THE NINTH CENSUS. (1870).

1. Compare population of 1860 and 1870. 2. The Government expenses. 3. The center of population. 4. The Growth of Territory. 5. Finances in 1870. (a). Debt paid. (b). Price of gold. 6. Growth of manufacturing. 7. Material growth.

V.—THE RATIO OF REPRESENTATION.

1. Effect of increase of population. Why?

2. Bill of 1872. By whom. Number of Representatives. Ratio of Representatives.

3. Necessary population of a Territory.

VI.—THE ALABAMA CLAIMS.

1. Why so called? 2. Injury to American commerce. 3. Course of the British Government. 4. Action of the United States.—Effect. 5. Desire for settlement. 6. The High Commission. [a] Composition. [b] Meeting—Time and place. [a] Agreement of Commissioners.

The Court of Arbitration.—[a] Meeting—Time and place. [b] The trial. [c] The decision. [d] Action of England. 8. Results, 1 and 2.

VII.—GREAT FIRES.

1. Chicago.—[a] When. [b] Origin.—When and how. [c] Spread of the fire; time. [d] How stopped. [e] Area burned over; loss of life, and loss of property. [f] Compares with other fires.

2. Forest Fires.—[a] When. [b] Where—1, 2 and 3. [c] Work—1 and 2. [d] Loss of life in Wisconsin.

3. Boston.—[a] When. [b] Length of time. [c] Area of burned district. [d] Lives lost. [e] Loss of property.

4. Effect of these Fires.—[a] On business. [b] On rate of Insurance.

VIII—TROUBLES IN LOUISIANA.

1. When. 2. Nature. 3. Origin—Conflicting reports of these opposing election boards. 4. Rival Governors, Legislature and Governments. 5. The dispute. To whom referred. How decided. 6. The outbreak of September 14th, 1874. Leader. Who. Purpose and work. 7. Action of the President. 8. The outbreak in December, 1871. Nature. How settled?

IX—MODOC WAR IN OREGON AND CALIFORNIA—1871.

1. Order of Superintendent Ordeneal. 2. Action of the Indians and the Government. 3. Indian war in the Lava Beds. 4. The peace commission. When. Purpose. Commissioners. The massacre. Result. 5. The execution of the Modoc murderers. Who. When. Where. Circumstances.

X—THE SAN DOMINGO COMMISSION—1871.

1. Commissioners.—Senator Ben Wade, of Ohio; Prof. White, of New York; Dr. Samuel Howe, of Massachusetts, appointed by the President, January, '71.

2. Purpose.—To visit San Domingo and report upon the advisability of annexation of that country to the United States.

3. Work.—Visited the country the first three months of 1871 and returned with a report in favor of the scheme. 4. Action of Congress, The majority violently oppose and defeat the Annexation Bill. 5. Advantages. (a). The United States could produce her own tea, coffee and sugar. (b). Increase our balance of trade. (c). Increase of Southern commerce and the growth of Southern cities.

XI—THE CREDIT MOBILER INVESTIGATION.

1. The Credit Mobiler—What; why so called? when organized? purpose.

2. Purchase of the charter of the Credit Mobiler Company; when; by whom; purpose; capital; results of the company's management.

3. Origin of the trouble—When; where; how suspicion; investigation; by whom; results.

4. Statesmen injured by the investigation.

XII—DEATH OF GREAT MEN—Newman.

Henry J. Raymond—Journalist and Congressman; founder of N. Y. Times; aided Greeley with the Tribune, June 18.....1869

2. William P. Fessenden—U. S. Senator from Maryland, Sept. 8....1869

3. Franklin Pierce—Fourteenth President, at Concord, N. H. Oct. 8.1869

4. Edwin M. Stanton—Lawyer, Attorney-General of U. S., and Associate Justice of Supreme Court, December 24.....1869

5. Anson Burlingame—Congressman and diplomatist, Feb. 23.....1870

6. General George H. Thomas—The Hero of Chickamagua—March 28.1870

7. David G. Farragut—Admiral of U. S. Navy—August 14.....1870

8. Robert E. Lee—Commander-in-Chief Confederate army, and President of Washington & Lee University, October 12.....1870

9. Albert D. Barnes—Theologian, December 24.....1870

10. George Tickner, LL. D.—Scholar and classic author—Jan. 26....1871

10. Phoebe and Alice Carey—July 31, and February 12.....1871

12. James Gordon Bennett—Editor New York Herald, June 1.....1872

13. Dr. Lowell Mason—writer of sacred music—August 11.....1872

14. "Fanny Fern"—Wife of James Parton, sister of N. P. Willis, Oct. 10.1872

15. William H. Seward—Senator and Secretary of State, Oct. 10.....1872

16. General George G. Meade—Gettysburg, November 6.....1872

17. Horace Greeley—Politician and journalist, founder, and editor of N. Y. Tribune, November 29.....1872

17. Edwin Forrest—An eminent actor, December 12.....1872

19. Salmon P. Chase—Great anti-Slavery Advocate, U. S. Senator from Ohio, Governor of Ohio, Secretary of the Treasury, and Chief Justice of the Supreme Court, May 7.....1873

20. Hiram Powers—Greatest American Sculptor, June 27.....1873

21. Louis Agassiz—Greatest teacher of Science, December 14.....1873

22. Charles Sumner—Statesman and author, March 11.....1874

XIII—REMOVAL OF POLITICAL DISABILITIES.

1. When. 2. By whom. 3. The disabilities, how imposed? 4. The exceptions—1, 2, 3 and 4. 5. Effect of this measure.

XIV—ELECTION OF NEW OFFICERS. [1872].

1. Conventions, Platforms and Candidates—[a] Republican met June 5, and adopted a platform calling for a continuance of coercion and necessary measures against individuals and States until the right of suffrage should be fully secured to the negro. It nominated U. S. Grant, and Henry Wilson, of Mass.

[b] Liberal Republicans met at Cincinnati, May 1st. It was composed of those Republicans who thought that the powers of the Federal Government had been already exerted beyond the Constitutional limits, and that its efforts to police the Southern States ought to cease. They nominated Horace Greeley, of New York, and B. Gratz Brown, of Missouri.

[c] Democratic met at Baltimore, July 9. It indorsed the platform and candidates of the Liberal Republicans, and thus committed the party to an acceptance of the results of the war and the reconstruction of the Southern States.

[d] Straight-Out Democrats met at Louisville, Ky , September 3, and nominated Charles O'Conner, of New York, and C. F. Adams, of Mass. both of whom declined.

2. The Canvass. Nature.

3. The Result.

XV—THE PANIC OF 1873-1877.

1. Causes. 1, 2, 3, 4, 5, 6, and 7. 2. Events. 3. Effects. Greatest. The resumption of specie payment.

XVI—THE PARTONS OF HUSBANDRY.

1. Time. 2. Eligibility. 3. Objects. 4. Growth of the Grange from 1868 to 1874. (a). Number of Granges. (b). Membership. (c). Savings.

XVII—THE SOVEREIGNS OF INDUSTRY.

1. Time. 2. Purposes. (See objects of Grange). 3. Where. 4. Nature of the problems for solution. 5. Political tendencies.

XVIII—THE SIGNAL SERVICE BUREAU.

1. Leader. 2. Time. 3. Purpose. (a), (b) and (c). 4. Advantages. 5. Weather predictions for the United States. 6. Stations in the United States Signal Service. (a). Number. (b). Where. (c). Work.

XIX—THE INDIAN POLICY.

1. Plan 1 and 2. 2. The new scheme. What.

3. Reason for the adoption of this policy.

4. The occupations of the Indians. Extent.

5. Causes for the decrease of the race.

6. Number in 1870 in the United States. 7. Conclusion.

XX—THE SPECIE RESUMPTION ACT.

1. Time. 2. Provision. [a] As to specie payment. [b] When to go into effect. [c] As to fractional currency. 4. Positions of the East and West on specie payment. 4. Effects. [a] On U. S. bonds. [b] On the sale of gold.

XXI—THE ADMISSION OF COLORADO.

1. Number. 2. Climate; effect. 3. Chief business. 4. Called what? 5. Capital, and leading cities.

XXII—THE AMERICAN CENTENNIAL—Lossing.

1. Place—Why chosen. 2. Nature of the celebration. 3. Buildings and ground. 4. Opening ceremonies; what; when; leaders. 5. Advantages. 6. Quotation.

XXIII—POLITICAL TROUBLES IN THE SOUTH.

1. Nature of the political rivalry. 2. The Ku-Klux, and White Leaguers. 3. Conflict between whites and blacks; result. 4. Assassination of colored men, and white Republicans. 5. Rival governments in the States; (example) how settled?

XXIV—ELECTION OF NEW OFFICERS—1876.

1. Conventions, platforms, and candidates. (a) Republican met at Cin-

cinnati, June 14, and adopted a platform demanding the immediate, vigorous, and continuous exercise of the powers of the Federal Government, until all classes were secure in their civil and political rights, and the Southern States permanently pacified. It nominated R. B. Hayes, of Ohio, and William A Wheeler, of New York.

(b) Democratic, met at St. Louis, June 27, and adopted a platform which accepted all the results of the Rebellion; (including the 13, 14 and 15th amendments) and demanded that the Federal Government should cease to support the "carpet-bag" governments in Southern States. It nominated Samuel J. Tilden, of New York, and Thomas A. Hendricks, of Indiana.

(c) Greenback, met at Indianapolis, May 17. Its platform "desired national bank notes, and opposed the resumption of specie payment."

(d) Prohibition Reform, met at Cleveland, Ohio, and nominated Green Clay Smith, of Kentucky, and R. T. Stewart, of Ohio.

2. The Issue—(a) Claims of the Republicans and Democrats. (b) The Greenback and Prohibition parties.

3. The campaign—Nature; work of the parties.

4. The Electoral Court—Where; when; by whom; result; quarrel.

5. The Electoral Commission.

(a) How constituted. (b) Why so called. (c) Purpose. (d) Pledge of parties. (e) Members.

9—CABINET OF HAYES.

[a] William M. Evarts, of New York, Secretary of State.

[b] John Sherman, of Ohio, Secretary of the Treasury.

[c] George W. McCrary, of Iowa, Secretary of War.

[d] Richard M. Thompson, of Indiana, Secretary of Navy.

[e] Carl Schurz, of Missouri, Secretary of Interior.

[f] Charles Devins, of Massachusetts, Attorney-General.

HAYES ADMINISTRATION—1877-1881.

1. The New President.

1. Birth—When and where. 2. Official History. 3. Education. 4. Wealth. 5. Religion. 6. Pledges in his Letter of Acceptance. 7. Nature of his Inaugural Address; effect. 8. Position of Mrs. Hayes on temperance; effect.

II—REMOVAL OF GOVERNMENT TROOPS FROM THE SOUTH.

1. Purpose of the troops. 2. Idea of the North. 3. Ground of removal. 4. Effect on the North; on the South.

III—CIVIL SERVICE REFORM.

1. Pledge of the Republican party; effect. 2. Method of appointing minor officers. 3. Abuse of the system. 4. Ground of appointment to office. 5. Action of the President; what; effects.

IV—THE REMONETIZATION OF SILVER.

1. Question of the currency in 1877. 2. Demonetization of silver. [a] When. [b] What. 3. Provisions of the Silver Bill. [a] As to coinage. [b] As to currency value. 4. Action of Congress. 5. Action of the President. 6. Work of the mints; effect.

V—THE RAILROAD RIOT—1877.

1. Time. 2. Causes. 3. Strike on the B. & O. Railroad. [a] Where. [b] Demands. [c] The rioters. [d] Conflict of rioters and state troops; effects.

4. Spread of the Insurrection. [a] Where. [b] When. [c] Action of the mobs. [d] The mob at Pittsburg. [e] Extent of the strike.

5. Effects of the riot—On railroad business. [b] On law and order. [c] On life and property.

6. General facts—[a] Length of riot. [b] Called what? [c] Illustration of what?

VI—THE REVIVAL OF BUSINESS—1878.

1. Revival of iron trade; effect.

2. The Resumption of Specie Payment; what; how; when; effect. 3. Growth of our commerce; effect. 4. European immigration. [a] Number per year. [b] Where from? [c] Where to? [d] Kind of people.

5. The Government credit—Status; why; how shown? effect.

VII—THE MOLLIE MAGUIRE TROUBLE—1877.

1. What. 2. Purpose. 3. Where. 4. Work. 5. Actions of the courts. 6. Trial and execution of prominent leaders; when; where; effect.

VIII—THE MURPHY TEMPERANCE MOVEMENT—1877.

1. Why so called. 2. Work of Francis Murphy. 3. Name of clubs. 4. Spread of the excitement. 5. Effects.

IX—THE UTE OUTBREAK—1879.

1. Where. 2. Cause. 3. Events. 4. Leader. 5. Indian atrocities. 6. Effects.

X—IRISH AGITATORS—1880.

1. Who. 2. Position of each at home. 3. Purpose. 4. Work. 5. Reception. 6. Conduct. 7. Effect. 8. Later History of each.

XI—CHINESE IMMIGRATION.

1. Action of the people of California—Why.
2. The Anti-Chinese Bill of Congress—What; when; provisions.
3. Veto of the Bill by the President—Why. 4. Later Legislation.
5. Arguments for and against Chinese Immigration.

XII—THE YELLOW FEVER SCOURGE—1878.

1. Where. 2. Effects. 3. Mortality. 4. Action of the North. 5. The work of the Howard Association. [a] Who. [b] What. 6. Effect.

XIII—THE SOUTHERN EXODUS—1879–1881.

1. What. 2. When. 3. Assertions of the Democrats. 4. Declarations of the Republicans. 5. Where. 6. Treatment in Kansas. 7. Effect on the North and South.

XIV—THE EXTRA SESSIONS OF CONGRESS.

1. Of 1879—By whom; why.
2. First extra session—When; why; by whom.
3. Second " " " "
4. Third " " " "
5. Fourth " " " "
6. Fifth " " " "
7. Sixth " " " "

XV—THE TENTH CENSUS—1880.

1. Population. 2. Rate of increase.
3. The ten largest cities—with population.
4. The six largest states—with population.
5. Rate of monthly payment of public debt.
6. Government Revenues.
7. Government Expenditures.

XVI—DEATHS OF NOTABLE PERSONS—Newman.

1. Of Parson Brownlow, of Tennessee; Methodist minister, founder, and editor of the Knoxville Whig, an uncompromising Unionist, Gov-

ernor, and United States Senator, April 29 1877

2. John L. Motley—Historian, May 29.....1877

3. Rev. John S. C. Abbott—Popular History, June 17.....1877

4. Robert Dale Owen—Author and thinker, June 24.....1877

5. Oliver P. Morton—War Governor of Indiana, and United States Senator, November 1.....1877

6. Samuel Bowles—Editor Springfield Republican, January 16.....1878

7. Catharine E. Beecher—Educator and author, May 12 1878

8. William Cullen Bryant—Father of American Literature, June 12.1878

9. Bayard Taylor—Traveler and author, December 19.....1878

10. Caleb Cushing—Jurist and diplomatist, June 2.....1879

11. Elihu Burnitt—The Learned Blacksmith—March 7.....1879

12. William L. Garrison—Greatest anti-slavery advocate, May 24....1879

13. General Joseph Hooker—Fighting Joe—October 31..... 1879

14. Zachariah Chandler—Mayor of Detroit, United States Senator, Secretary of the Interior; the great stalwart, November 1.....1879

15. General Albert G. Myer—Head of Weather Bureau, "Old Probabilities," August 24.....1880

XVII—ELECTION OF NEW OFFICERS—1880.

1. Conventions and candidates.

(a) Republicans met June 8, at Chicago. The great question agitating the convention was, "Shall General Grant be nominated for a third term?" The candidates were Grant, of Illinois, Blaine, of Maine; Sherman, of Ohio; Washburn, of Illinois, and Windom, of Minnesota. It being impossible to nominate either of the *three* leading candidates, the name of General James A. Garfield, of Ohio, who was not even a nominee of the convention was, brought forward on the thirty-fourth ballot, and his nomination secured on the thirty-sixth. The 306 delegates under the leadership of Roscoe Conkling, who voted continuously for Grant, have received the name of the "Old Guard." A medal in honor of their fidelity to the candidate of their choice has been struck, and thus their act will be rendered historical. The convention nominated Chester A. Arthur, of New York, for Vice President.

(b) The Greenback met at Chicago, June 11, and nominated Hon. J. B. Weaver, of Iowa, for President; and E. J. Chambers, of Texas, for Vice President.

(c) The Democratic met June 24, at Cincinnati, and nominated General Winfield S. Hancock, of New York, for President, and William H. English, of Indiana, for Vice President. The convention, in its resolutions declared its faith in Samuel J. Tilden, and expressed its belief in his election in 1876.

(d) The Prohibitionists met at Cleveland, and nominated General Neal Dow, of Maine, for President, and A. W. Thompson, of Westville, Ohio, for Vice President. (See below.)

2. The Issues of the campaign.

(a) Position of the Prohibitionists; 1 and 3. (b) The national position; 1, 2 and 3. (c) The Republican position; 1 and 2. (d) The position of the Democracy. (e) Leading questions; temperance; woman suffrage; finance; the tariff, and the nature of the government.

3. Result.

[a] Vote for Garfield, 214. [b] Vote for Hancock, 150. [c] Dow, 10,305 popular votes. [d] Weaver, 307,740 popular vote. [e] Total popular vote, 9,218,550.

From above.

[e] The Independent People's Labor Party held a national convention at Sharon, Pennsylvania, and nominated Garfield and Arthur as their presidential ticket.

GARFIELD AND ARTHUR'S ADMINISTRATIONS—[1881—1882].

I. The New President.

1. Birth. When. Where. 2. Early life. 4. Education. 5. Official History. 6. Religion. 7. Wealth. Inauguration Ceremonies—When; where. The address and effect. The audience. Notable persons present. 9. Cabinet chosen:—(a) Secretary of State, Jas. G. Blaine, of Me. (b) Secretary of the Treasury, William Windom, of Minn. (c) Robt. F. Lincoln, of Ill., Secretary of War. (d) Secretary of the Navy, Wm. H. Hunt, of La. (e) P. M. General, T. L. James, of New York. (f) Attorney-General, Wayne McVeagh, of Penn. (g) Secretary of the Interior, Sam'l J. Kirkwood, of Iowa. 10. Political composition of Congress.

II—THE EGYPTIAN OBELISK—[1881].

1. What. 2. Size. 3. History. 4. Presentation to the United States. When. By whom. Name. Value. 5. Voyage to America. When. Cost. Leader. 6. Other Obelisks. Where. Size. Why so valued? 7. When erected. Circumstances. When. 8. Presentation to New York. (a) When. (b) By whom. (c) Orator.

III—REVISION OF THE BIBLE—[1870—1880].

1. When begun. 2. The Company of Reviewers. Composition. Number. Ground of Choice. 3. Purpose. 4. Work. Plan. Method and speed. 5. Publication of New Edition. When. Where. Sale. 6. Earlier Editions of the Bible. 7. Reception by the people, by ministers and by scholars.

IV—THE DEAD LOCK IN THE U. S. SENATE.

1. Time. 2. Cause. 3. Circumstances. 4. The Leaders. 5. Effect.

V—THE CUSTOM HOUSE QUARREL.

1. Nomination of Robertson as Collector of Customs at New York. (a) By whom. (b) Why. (c) Opposition. Why. Leader of Opposition. 2. Action of the U. S. Senate. Confirm the nomination. Effect.

3. Resignation of New York Senators. (a) Where. (b) When. (c) Why. (d) Effect.

4. Election of *new* Senators by the New York Assembly. (a) Prominent candidates. (b) Time. (c) Events. (d) Result.

5. General effects of this trouble.

VI—DEATHS OF NOTABLE PERSONS.

1. Benjamin Pierce—Leading American Mathematician and Superintendent of Coast Survey. October 6th, '80.

2. Lydia Maria Creek, author and reformer. October 20th, '80.

3. Lucretia Mott, a great anti-slavery advocate of the Quaker faith. November 11th, '80.

4. Rev. E. D. Chapin, D. D., the leading Universalist divine of the country, at New York. December 27th, '80.

5. Fernando Wood, Mayor of New York and M. C. Twice a candidate for Speaker. A great free-trade Democrat. February 16, '61.

6. Matthew Carpenter, Statesman and lawyer. February 24th, '81.

VII—ISTHMUS SCHEMES—NEWMAN.

1. Principle at stake in these schemes.

2. The Nicaragua Canal—Where; plan; distance; engineer; cost; work to be done.

3. The Ship Railway—Where; plan; distance; engineer; cost.

VIII—ASSASSINATION OF PRESIDENT GARFIELD.

1. When. 2. Where. 3. How. 4. By whom. 5. Circumstances. 6. Effect.

The Presidential Illness—

1. Nature of the wound. 2. Attendant physicians. 3. Nurses. 4. Sanitary measures. 5. Bearing of the patient. 6. Removal to Long Branch. When; why; how; circumstances; effect.

The Death of the President—

1. When. 2. Where. 3. Circumstances. 4. Last great saying. What. Meaning. 5. Effect. (a) On the North. (b) On the South. (c) On the mass of the people. 6. Funeral ceremonies.

The Garfield Fund—

1. What. 2. Purpose. 3. Leading contributors. 4. Originators. 5. Amount.

IX—THE NEW PRESIDENT.

1. Birth—When and where. 2. Early life. 3. Education. 4. Religion. 5. Wealth. 6. Official history. 7. Position in his party. 8. Cabinet changes. 9. Policy. 10. Promise of his administration.

X—THE GUITEAU TRIAL.

1. Who. 2. Charge. 5. History of the prisoner. 3. Where. 4. When. 6. The jury. 7. The Judge. 8. The attorneys employed. 9. Circumstances of the trial. 11. Verdict. 12. Effect. 10. Cost.

—o—

REVIEW TOPICS ON THE PERIOD OF ADMINISTRATIONS.

WITH SPECIAL TOPICS OF INTERESTS.

—o—

I—HISTORICAL NAMES FOR THE PRESIDENTS.

1. George Washington—The Father of His Country.
2. John Adams—The Colossus of American Independence.
3. Thomas Jefferson—The Sage of Monticelleo.
4. James Madison—The Father of the Constitution.
5. James Monroe—(The Era of Good Feeling)—
6. John Q. Adams—The Old Man Eloquent.
7. Andrew Jackson—Old Hickory. Old Roman.
8. Martin Van Buren—Little Magician.
9. William H. Harrison—The Hero of Tippecanoe—Old Tip and Ty.
10. James K. Polk—Young Hickory.
11. Zachary Taylor—Old Rough and Ready.
12. Millard Fillmore—Second Accidental President.
13. John Tyler—First Accidental President.
14. James Buchanan—Old Buck—The Bachelor President.

15. Abraham Lincoln—Honest Abe—The Martyr President.
16. Andrew Johnston—Third Accidental President.
17. Ulyses Grant—Unconditional Surrender.
18.
19. James A. Garfield—The Second Martyr President.
20. Chester A. Arthur—Fourth Accidental President.

II—HISTORICAL NAMES FOR STATESMEN.

1. Henry Clay—The Great Pacificator—The Mill Boy of the Slashes.
2. Thomas H. Benton—Old Bullion.
3. Daniel Webster—The Champion of National Supremacy and the Defender of the Constitution.
4. John C. Calhoun—The Champion of States' Rights.
5. Stephen A. Douglass—The Little Giant.
6. General John C. Freemont—The Pathfinder of the Rockies.
7. Roscoe Conkling—Lord Roscoe—Duke of Utica.
8. Robert Toombs—The Georgia Fire-eater.
9. Alexander H. Stevens—98 pounds, dried Confederacy.
10. Daniel W. Voorhees—The Tall Sycamore of the Wabash.

III—HISTORICAL HOMES.

1. Mount Vernon—Washington.
2. Quincy—The Adams.
3r Monticellio—Jefferson.
4. Montpelier—Madison.
5. Ashland—Clay.
6. The Hermitage—Jackson.
7. Utica—Conkling.
8. Galena—Grant.
9. Springfield—Lincoln.
10. Mentor—Garfield.

IV—RELIGION OF THE PRESIDENTS.

Washington and Garfield were the only ones who were church members, but all, one excepted, were men who revered Christianity. Adams married a minister's daughter, and was inclined to Unitarianism. Jefferson was not a believer, at least while he was Chief Magistrate. Madison's early connections were Presbyterian. Monroe is said to have favored the Episcopal Church. John Quincy Adams was like his father. Jackson was a Methodist, and died in the communion of that church. Van Buren was brought up in the Reformed Dutch Church, but afterwards inclined to the Episcopal Church. Harrison leaned toward the Methodist Church, and Tyler was an Episcopalian. Polk was baptized by a Methodist preacher after his term of office expired. Taylor was inclined to the Episcopal communion. Fillmore attended the Unitarian Church, and Franklin Pierce was a member, but not a communicant, of a Congregationalist Church at Concord. Buchanan was a Presbyterian, General Grant attends the Methodist Church, and President Garfield was a member of the Church of the Disciples.

V—WEALTH OF THE PRESIDENTS.

Washington left an estate worth $800,000. John Adams died moderately well off. Jefferson died so poor that, if Congress had not given $20,000 for his library, he would have been bankrupt. Madison was economical and died rich. Monroe died so poor that he was buried at the expense of his relatives in Baltimore. John Quincy Adams left $50,000, the result of prudence. His

son, Charles Francis Adams, gained a large fortune by marriage. Jackson died tolerably well off. Van Buren died worth some $300,000. It is said that during his entire administration he never took any portion of his salary, but on leaving drew the whole $100,000, in a lump. Polk left about $150,000. Fillmore was always an economical man, and added to his wealth by his last marriage. Pierce saved about $50,000. Buchanan left about $200,000. Lincoln, about $75,000, Johnson, about $50,000. Grant, $1,000,000.—[Baltimore Gazette.

Garfield, about $25,000. This does not include the Garfield fund of $250,000, raised by the people for Mrs. Garfield; nor the salary of $25,000 appropriated by Congress.

VI—EDUCATION OF THE PRESIDENS.

Of the twenty-one men who have held the presidential office, twelve were graduates of colleges as follows: Jefferson, Monroe, and Tyler from the college of William and Mary. The two Adams, from Harvard; Polk from the University of North Carolina; Pierce from Bowdoin; Harrison from Hampden & Sydney; Buchanan from Dickinson; Grant, who is a West Pointer would properly be classed as a college graduate; Hayes from Kenyon; and Garfield from Hiram and Williams.

The non-graduate Presidents were Washington, Jackson, Van Buren, Taylor, Fillmore, Johnston, Lincoln, and Arthur.

VII—THE FINANCIAL LEGISLATION

1. The United States Bank.....1791, 1816, 1832 and 1841
2. The United States Mint.....1791
3. Recommendations of Jackson in the messages of...1829, 1830 and 1831
4. Removal of Funds to Local Banks..... 1833
5. Distributing Act of Congress.....1836
6. Specie Circular.....1836
7. Independent Treasury Bill.....1840, 1841 and 1846
8. Action of Tyler as regards the National Bank.
9. Panics of..... 1817, 1837, 1857, 1873 and 1877
10. War Legislation on Finance—[a] Issue of Treasury Notes. [b] Issue of Legal Tender Notes. [c] Sale of U. S. Bonds. [d] Legalizing of National Banks.....1863
11. Demonetizing of Silver.....1873
12. Remonetizing of Silver.....1877
13. Specie Resumption, ...January 1, 1879
14. Re-funding Scheme.....1880–'1

XV—OLD BANKING SYSTEM.

1. The system in vogen previous to the act of 1864 was simply that which place the charter of all banks of issue and deposit in the hands of the several States. In 1856 and 1857 there were about 1,400 of these States institutions; in New England alone there were 507 banks and branches, with a capital of $114,611,752. At that time an important feature in New England banking was the "Suffolk banking system," through which the notes of all New England banks were collected and redeemed at the Suffolk Bank at Boston, each bank making a stipulated desposit for that purpose amounting in the aggregate to $300,000. The older banking system of the United States dates back of the State banks. During the Revolutionary war the country was ex-

tremely poor, with few industries except agriculture, and with no precious metals to speak of. Congress, May 10, 1775, made preparation to issue Continental paper, $2,000,000 of which were put in circulation on June 22 following. There issues aggregated $300,000,000, and depreciated so much that eventually they became valueless, although laws were passed making them a legal tender for the payment of debts. Then a plan was submitted to Congress, May 17, 1781, by Robert Morris, for a national bank, the principal provisions of which were: The capital to be $400,000, in shares of $400 each, each share to have a vote; that twelve directors be chosen from those entitled to vote, who at their first meeting shall choose a president; that the directors meet quarterly; that the board be empowered from time to time to open new subscriptions for the purpose of increasing the capital of the bank; statements to be made to the Superintendent of the Finances of America; that the bank notes payable on demand shall bylaw be made receivable for duties and taxes in every State, and from the respective States by the Treasury of the United States; that the Superintendent of the Finances of America shall have the right at all times to examine into the affairs of the bank. This bank became an important auxiliary in aid of the finances of the government, and so continued to the end of the war. Then followed the first Bank of the United States, commonly called Hamilton's bank, which was chartered in 1791, and continued till 1811. From that time to 1816 the fiscal service of the government was performed by banks operated under State law. In 1816 the second Bank of the United States was created; its capital was to be $35,000,000, in 350,000 shars of $100 each; $7,000,000 of the stock to be subscribed by the United States, and the remaining $28,000,000 by individuals, companies or corporations. The bank went into operation Jan. 7, 1817, and continued till 1836, when it ceased to act under the charter granted by the United States, but the same year was rechartered by the State of Pennsylvania, with the same capital. On winding up its affairs in 1840, after paying its debts there remained nothing for the stockholders the entire capital having been sunk.

VIII—POLITICAL PARTIES.

1. Federal and Anti-Federal Parties.....1788
2. Republicans, [" "].....1792
3. Democrats, [" "].....1828
4. Notional Republicans, [Federalists].....1836–1832
5. Whigs, [Federalists].....1836–1852
6. Anti-Masonic [death of Morgan].....1826–1832
7. Liberty or Abolition, [against slavery].....1832–1844
8. Locofocos, [Lucifer Matches] at New York.....1834
9. Hunkers [Conservative Democrats on slavery].....1848
10. Barnburners, [Radical " "].....1848
11. Freesoil, [The Wilmot Proviso].....1848–52
12. The Republicans.....1846, 1856–1880
13. American Know-Nothing party [against Foreigners].....1856
14. Constitutional Union, [Know Nothing].....1860
15. Northern Democrats, [Stephen A. Douglas.....1860
16. Southern " [John C. Breckenridge].....1860
17. Liberal Republicans, [Horace Greeley].....1872
18. National or Greenback, [paper money].....1875–18—
19. Prohibition—Temperance and Woman Suffrage.....1876

IX—POLITICAL CAMPAIGNS—1788-1880.

1. Parties—Origin. 2. Conventions. 3. Platforms. 4. Questions. 5. Time. 6. Result.

[From the Cincinnati Commercial.]

The Presidential contest which is now about to terminate is the twenty-fourth in the history of our Government. During the ninety-two years which have elapsed since the first election of Gen. Washington, sixteen Presidents have, by the death of their superiors, been called to exercise the duties of the Presidential office. In this short period of less than a hundred years many momentous political and social questions have been decided at our quadrennial contests. The voice of the people, which in all elective Governments give directions to administrative policy, has exerted a controling influence in shaping our governmental affairs. This influence has been so potential that nearly every important step taken by an Administration is directly traceable to the expressed will of the people. The war with Mexico and the vast acquisition of territory resulting from it was foreshadowed by the election of Mr. Polk in 1844. The election of 1860 precipitated the great civil war, and, together with the election of 1864, brought about our social regeneration, and accomplished the reconstruction of American society on a broader and more equitable basis.

The Constitution of the United States was framed by a convention of delegates which assembled in Philadelphia, in May, 1787. The Convention remained in session until September 17, when the fruits of its deliberations were given to the public. After a period of about ten months the Constitution was ratified by the requisite number of States, and, in accordance with its provisions, a President of the United States was elected for a term of four years. Washington received sixty-nine electoral votes, the entire number cast. The vote for Vice President was divided among John Adams, John Jay, George Clinton and John Hancock. Adams received thirty-four votes, and as this was the highest number cast he was elected.

At the second election, in 1792, Washington was again unanimously chosen. As party lines had by this time begun to assume definite shape, an organized opposition arose to the re-election of Vice President Adams. Of the 132 electoral votes cast John Adams received seventy-seven, George Clinton fifty, Thomas Jefferson four, and Aaron Burr one.

Washington's administration of the Presidency was characterized by a patriotism and purity which we must despair of seeing imitated. In selecting his Cabinet he was entirely free from party or personal bias. His Secretary of State was Thomas Jefferson, and his Secretary of the Treasury, Alexander Hamilton, men who held diametrically opposite views on almost every question of public policy. Hamilton was a monarchist in principle, and believed in a strong central Government, with little or no power retained by the States. Jefferson was a Democrat, and favored the retention of certain important powers by the States, with a Federal Government of adequate, though limited power.

Political parties originated early in Washington's first administration. The Federalists, under the lead of Alexander Hamilton and John Adams, contended for centralization of power in the hands of the Executive. The anti-Federalists, or Republicans, under the lead of Thomas Jefferson and Aaron Burr, were zealous advocates of State rights, demanding decentralization and the distribution of power among the States.

The first real contest between the two parties took place at the third Presi-

dential elections in 1796. The opposing candidates were Mr. Jefferson and Mr. Adams. Although the Federalists were numerically much stronger than their opponents, they wasted their power by petty dissensions and jealousies among themselves. Mr. Adams having served in the capacity of Vice President considered himself and was regarded by his party as in the line of promotion. But through the connivance of Hamilton a scheme was contrived by which Thomas Pinckney, of South Carolina, the Federalist candidate for Vice President, should be given more electoral votes than Adams, and should thus be chosen over his head. This plan was, however, not carried out, but it created much confusion and misunderstanding, so that while the Federalists elected their President, they failed to choose their Vice President. Adams received seventy-one votes, Jefferson sixty-eight, Pinckney fifty-nine, and Aaron Burr 30. The remainder were scattering. John Adams, the highest candidate, was thus chosen President, and Thomas Jefferson, the next highest, Vice President.

The political principles which animated parties in the days of "the fathers" have undergone much modification since, but they are still active and potential. Outwardly, there are but few points of similarity between the issues which decided the earlier Presidential elections and those which enter into the contests of to-day, but if we carefully trace the progress of political opinion, we shall find that the Hamiltonian and Jeffersonian theories of government have been at constant warfare. The battles of Federalism and Democracy are still being fought, covertly, perhaps, but with unabated acrimony.

Early in the administration of President Adams the troubles with France arose, and the country was brought to the verge of a declaration of war against our old Revolutionary ally. The course pursued by the Administration was enthusiastically sustained by the people, and the whole country demanded war. The difficulties were, however, amicably adjusted, and before the election of 1800 came around the war sentiment, which at one time had promised to lead to the triumphant re-election of Mr. Adams, gave way to a decided reaction.

In the fourth Presidential contest Adams and Jefferson were again arrayed against each other. The Federalist candidate for Vice President was Charles Cotesworth Pinckney, of South Carolina, and the Republican candidate was Aaron Burr, of New York. A combination of causes led to the defeat of the Administration. The alien and sedition laws had been passed by the Federalists, and had received the passive support of President Adams. These laws were utterly at variance with the spirit of our institutions, and their intolerant and proscriptive character rendered them extremely odious. Mr. Jefferson and his party took a strong position, demanding their repeal, and thus placed themselves in the way of winning popular favor. In addition to this, the supporters of Jefferson made the States the arena of the Presidential battle, and gave utterance to their party sentiments in the celebrated Kentucky and Virginia "Resolutions of '98." The Democratic party of to-day dates its origin from the election of 1800. Battling under such a leader as Thomas Jefferson for equal rights, the liberty of the press and unshackled public and private opinion, the primitive Democrats achieved a victory which prepared the way for sixty years of almost unbroken National domination.

The result of the election was a tie between Jefferson and Burr, both of whom had 73 votes. Adams received 65, Pinckney 61, and John Jay 1, so that the number of votes cast for the Federalist candidates was eight less than

those cast for the Republican candidates. The will of the people was expressed plainly enough. Their choice for President was Thomas Jefferson, and for Vice President Aaron Burr. But, according to the old method of electing, no discrimination was made between the two offices when the votes were counted. Each vote was, according to the structures of the Constitution, regarded as a vote for President, and was so counted; and in this way the relative positions of Mr. Jefferson and Mr. Burr came well nigh being reversed. No election having been effected by the people, the choice devolved on the House of Representatives. Balloting was begun on the 11th of February, 1801. The House remained in continuous session for seven days before a result was reached. Finally, on the thirty-sixth ballot, a majority of States voted for Mr. Jefferson, who was consequently declared elected.

The troubles growing out of the fourth Presidential election showed that a serious defect existed in the Constitution. The constitutional method of choosing the President was manifestly faulty and in order to avoid a recurrence of the dangers that threatened our institutions in 1800, the *twelfth* amendment was proposed and adopted. The chief provision of the new method is that each elector, instead of voting indiscriminately, shall cast separate ballots for President and Vice President. In this way the electors proceed in a more intelligent manner, and the possibility of electing a presidential candidate as Vice President, or a Vice Presidential candidate as President, is obviated.

During the twenty-four years following the spirited contest of 1800, the Democratic Presidential candidates were elected and re-elected without serious opposition. Thomas Jefferson was chosen for a second term in 1804 by an almost unanimous vote, receiving all but fourteen of the electoral votes cast. George Clinton was elected Vice President by the same majority. As the time for the election of 1808 approached, it became apparent that the sentiment of the people was not inimical to the election of Jefferson for a third term. But this high-minded and patriotic man preferred to take his stand with George Washington, and to court the applause rather than the execration of posterity. It is to be regretted that our latter-day Presidents are not gifted with equal moral perception.

In 1808 the influence of the Administration was thrown in favor of James Madison. Pinckney was the candidate of the opposition. The election of Mr. Madison was from the outset a foregone conclusion. He received 122 electoral votes, to 47 for Pinckney and six for George Clinton. Clinton was chosen Vice President by a vote of 113 out of a total of 175. Madison was re-elected as a matter of course. At his second election the entire number of votes cast was 217, of which he had 128, and DeWitt Clinton, the Federalist candidate, 89. Elbridge Gerry was elected Vice President by a vote of 131. The Presidential office has rarely been graced by a more deserving incumbent than the "Father of the Constitution." The following comment has been pronounced upon him by Jefferson: "From three-and-thirty years' trial I can say conscientiously that I do not know in the world a man of purer integrity, nor one more dispassionate, disinterested and devoted to pure republicanism; nor could I, in the whole scope of America and Europe, point out an abler head." James Monroe, the friend of Madison and Jefferson, was the fifth President of the United States. He succeeded to the Presidency in 1817, receiving 183 electoral votes against his competitor, Rufus King. Daniel D. Tompkins was chosen Vice President, obtaining the same number of votes as

Monroe. In 1820 Monroe and Tompkins were re-elected, the former by a vote of 218, in a total of 232.

The close of Monroe's Administration marks an important epoch. With him, the first generation of American statesmen terminated, and the men who had directed the revolutionary contest and framed the Constitution of the United States, stepped off the political stage. Their successors have built the fabric of a great and powerful nation, and have, perhaps, administered the Government not unworthily. But if, in the light of nearly sixty years of political turmoil and party corruption, we take a retrospective glance at the status of the Government in the earlier days of the republic, we must remark that politics and morals have undergone a sad degeneration.

The election of 1824 and its results present many anomalous phases. Of the five historic contests of 1800, 1824, 1860 and 1876, it is, perhaps, the most remarkable. Like the election of 1800, it was not decided until after weeks and months of bitter contest. As in 1800, Thomas Jefferson was the popular favorite, so also in 1824. Andrew Jackson was unmistakably the choice of the mass: the only difference being that the result, as determined by the House of Representatives, was less fortuitous in the later instance than in the former.

Prior to 1824 party candidates had been nominated only by Congressional caucuses, and, though this practice had at times given rise to much discontent, no open revolt had been made. In 1816 Monroe's nomination by the Democratic caucus was warmly contested by William H. Crawford, the distinguished financier, who, however, failing to obtain the nomination, had renounced his claims in favor of the party candidate. As a reward for this action Mr. Crawford was continued in his position as Secretary of the Treasury, and was regarded by President Monroe as his predestined successor. But, as the time for the election drew near, Crawford's prospects faded. The caucus nomination, which he sought and secured, instead of insuring his success was instrumental in bringing about his defeat.

Monroe's Cabinet furnished three candidates—John Quincy Adams, Secretary of State; William H. Crawford, Secretary of the Treasury, and John C. Calhoun, Secretary of War. Mr. Calhoun's interests had been actively canvassed, but perceiving that Gen. Jackson, who was coming into prominence, would obtain the bulk of the Southern vote, he judiciously withdrew, and became a candidate for the Vice Presidency instead. Mr. Adams was the choice of the defunct Federalist party, and received his chief strength from New England. His supporters coalesced with dissatisfied Democrats and Republicans throughout the Union, and succeeded in carrying a majority of the New York vote for their candidate. The other candidates were Andrew Jackson and Henry Clay. Gen. Jackson was placed in the field by the Tennessee Legislature. "His candidacy was at first the subject of jest and merriment rather than serious animadversion," but before the canvass terminated the professional politicians, who, we may be sure, would never have committed such a gross anachronism as to nominate an "illiterate buffoon" for the Presidency, were forced to the conclusion that Gen. Jackson's pretensions were very respectable.

The election resulted in a failure before the people. Jackson received 99 electoral votes, Adams 84, Crawford 41, and Clay 37. The choice thus fell to the House of Representatives, which, in obedience to the terms of the Constitution, proceeded to elect the President from the three leading candidates. Mr. Clay, being excluded, threw his influence in favor of Mr. Adams, and se-

cured his election on the first ballot. Thirteen States voted for Adams, seven for Jackson and four for Crawford. Mr. Calhoun, the candidate for Vice President on the ticket with Jackson, had received 182 electoral votes, which elected him.

The contest of 1824 made Andrew Jackson and Henry Clay the leaders of their respective political parties. From this time until his death Jackson was the dictator of the Democratic party, and Clay held a somewhat similar position in the Whig organization. These two men had been political enemies all their lives, and they now became the bitterest personal enemies. The feud between them arose from Clay's antagonism to Jackson when the election of 1824 was thrown into the House of Representatives. Gen. Jackson denounced Clay's course as the result of a bargain with Mr. Adams, and the denunciation was rendered the more plausible when Clay accepted the office of Secretary of State at the hands of the new President. Clay's transcendent abilities and high moral character were not proof against the imputation of corruption. He made the mistake of his life when he consented to become Secretary of State, and, though the general judgment at this day is that he was falsely accused, his course afforded a pretext at attack which his detractors have not failed to use to advantage.

In 1828 President Adams asked for a re-election. The Democratic candidates were again Jackson and Calhoun. The campaign was a most remarkable one. Not satisfied with engaging in the lowest personalities and denouncing Gen. Jackson as a "boor" and "ignorant demagogue," his opponents attempted to cast odium and reproach on the character of his wife. The result of this cowardly attack should be a warning to the politicians of today. Jackson received 178 electoral votes against 83 for Adams, and he had 137,870 majority of the popular vote. For Vice President, Calhoun received 171 electoral votes, Richard Rush 83 and William Smith 7.

Jackson's arbitrary and vigorous administration created a number of rugged issues for the campaign of 1832. The questions of tariff, finance and state sovereignty engaged the public mind, and on these questions of national economy the Democrats achieved a great triumph. Jackson's success was even more overwhelming than in 1828, when his personal honor had been in dispute. Out of a total of 286 votes he had 219. Henry Clay, the Whig candidate, received a pitiful 49. The remainder were divided between John Floyd and William Wirt. Martin Van Buren was elected Vice President on the ticket with Jackson.

Andrew Jackson retired from the Presidency in 1837 more popular than when he had entered upon it in 1829. His extreme self-will and irascibility often impaired the strength of his administration and alienated his supporters. His course on public question was not always wise, and, if we look the matter squarely in the face, the financial troubles of his successor were largely inherited. But, for his firmness and devotion to the right, his country owes him much. "Abhorrence of debt, public and private, dislike of banks and love of hard money, love of justice and love of country were ruling passions with Jackson."

The eighth President of the United States was Martin Van Buren, of New York. He was the candidate of the Administration and received 170 electoral votes out of a total of 294. The Whig vote was divided among four candidates. Richard M. Johnson, the Democratic candidate for Vice President, had only 147 electoral votes, and this not being a majority of the whole number cast,

the election was, for the first time in the history of the Government, thrown into the Senate, which, being Democratic, elected Johnson.

The Presidential election of 1840 typified, more than any other, our peculiar electoral system. It shows that after all, the will of the people, and not the influence of the moneyed classes, or of official patronage, determines the result of elections.

The rival candidates were President Van Buren and William Henry Harrison. Harrison had been a candidate in 1836 and had received 73 electoral votes. He was not suspected of possessing any remarkable abilities, but his splendid military record, his stainless private character, and, withal, his unassuming tastes and modest pretensions, qualified him for a successful leader. Mr. Van Buren had been peculiarly unfortunate in his administration of the Presidency. The country was still suffering the consequences of the financial panic of 1837, and the evils of "hard time" were attributed to the President as their author. Besides this, Van Buren was reputed to be a full-blooded aristocrat, and ominous stories were told of his extravagance and wastefulness in the White House.

The Whig party of 1840, like the Democratic party of 1880, demanded a "change." But the analogy goes no further. The Whigs nominated their candidate and made an aggressive campaign. Opposition was useless, and the Democratic party which had been intrenched in power for forty years, was everywhere beaten. Harrison received 134 electoral votes and Van Buren 60. John Tyler, the Whig candidate for Vice President, the same vote as Harrison. The popular vote was as follows: Harrison, 1,274,783; Van Buren, 1,128,702; Birney (Abolitionist), 7,609.

The results of the election of 1840, which seemingly predicted a long lease of Whig power, were soon frittered away. Harrison died one month after his inauguration, and Vice President Tyler took his place. Tyler's weak and vacilating policy led to a Democratic reaction, which ended in the election of a Democratic President in 1844.

The question of the annexation of Texas was the chief issue in 1844. Texas was claimed as a province of Mexico, and its admission into the Union would have been a virtual declaration of war against that country. The Democrats declared for annexation, and nominated James K. Polk, of Tennessee, as their candidate. The Whigs took strong ground opposing the scheme, and put up Henry Clay. The election resulted in the choice of Polk by a majority of 65. Mr. Dallas was elected Vice President over Mr. Frelinghuysen. The popular vote stood: Polk, 1,337,243; Clay, 1,299,068; Birney (Abolitionist), 62,300. The party policy was carried out by Polk, the Mexican war followed, and, as its result, our western boundary line was fixed at the Pacific Ocean.

The war with Mexico gave the country four Presidential candidates—Gen. Taylor in 1848, Gens. Scott and Pierce in 1852, and Gen. Fremont in 1856. The contest in 1818 was between Gen. Zachary Taylor and Lewis Cass. The former was successful, receiving 163 votes against 127 for his opponent. The popular vote stood; Taylor, 1,362,031; Cass, 1,222,455; Van Buren (Free Soil) 291,678.

A singular fatality pursued the Whig Presidents. Gen. Taylor died July 9, 1850. The administration of his successor, Millard Fillmore, formed a parallel to that of John Tyler, and disappointed and disheartened his party. Fillmore's Southern tendencies induced him to pursue a compromising course, and it was this spirit of compromise which deferred the war until 1861.

One of the most overwhelming political victories that has ever been gained was achieved by the Democrats in 1852. Franklin Pierce, a gentleman of respectable attainments, was chosen over the old veteran, Gen. Winfield Scott, by a vote of 254 to 42. Of the popular vote Pierce had 1,590,490, Scott 1,378,589, John P. Hale (Free Soil) 157,296.

The result of the election of 1852 brought about the disruption of the Whig party. It had long outlived its usefulness, and the failure of its Presidents to apply its principles to the administration of the Government left it nothing for which to contend or hope. The death of its great leaders, Webster and Clay, hastened its extinction.

The Republican party was built on the ruins of the old Whig organization. Its fundamental idea was to prevent the extension of slavery into the Territories. It had no tendency whatever toward the abolition of the institution of slavery south of Mason and Dixon's Line. On the subjects of tariff and finance it was in reality non-committal, but as it was necessary to take some stand, it adopted non-Democratic sentiments. The Democratic party was on one side of the political fence, and it remained only for the Republican party to take the other side.

On the platform of opposition to the extension of slavery, the Republican party nominated its first candidate, John C. Fremont, and made its first Presidential struggle. While not doing violence to the anti-Abolitionist sentiments of the "old-line Whigs," the Republican party, by its progressive character, courted and received the support of philanthropists like William Lloyd Garrison. The Republican party was, in reality, a party of malcontents. The large vote which Fremont received surprised every one. One hundred and seventy-four electoral votes were given to Buchanan, 114 to Fremont, and eight to Fillmore. Buchanan received, of the popular vote, 1,838,232 votes. Fremont, 1,341,514, and Fillmore, 874,707.

It is unnecessary to recapitulate the issue which decided the great contest of 1860. Abraham Lincoln triumphed over his three Democratic competitors, and the South, regarding his success as the signal for war, seceded from the Union. They were met by 1,800,000 Lincoln Republicans and 1,300,000 Douglas Democrats, who, after a struggle of four years, succeeded in accomplishing our reunification.

In 1864, Abraham Lincoln was re-elected President, with Andrew Johnson as Vice President. The Democratic candidates were George B. McClellan and George H. Pendleton. The platform on which they were nominated declared for a discontinuance of the war, and antagonized some of the measures of the Administration. The Republican candidates were chosen, receiving 212 electoral votes, against 21 for their competitors. Lincoln received 406,812 majority of the popular vote.

Mr. Lincoln's death on the 15th of April, 1865, left the work of reconstructing the Southern States to Andrew Johnson. Mr. Johnson's experience as President was certainly far from agreeable. His administration is too recent for the impartial opinion of its merits to be formed, but there is now little doubt that his policy toward the South, which met with such bitter antagonism, was bequeathed to him by President Lincoln, and that his conservative course was dictated by a sincere desire to carry out the plans of his predecessor.

In 1868 the Democrats sustained President Johnson's reconstruction policy, and nominated Horatio Seymour, of New York, and Frank P. Blair, of

Missouri. Ulysses S. Grant and Schuyler Colfax, the Republican candidates, were elected, obtaining 214 electoral votes in a total of 294. The result of the popular vote was, for Grant, 3,016,353; for Seymour, 2,706,631.

Perhaps the most grotesque spectacle that has ever been witnessed in American politics was presented in the contest of 1872. The so-called "Democratic Liberal Convention," which met at Cincinnati, nominated Horace Greeley, who had grown gray fighting the Democratic party. Mr. Greeley made a personal canvass, but was overwhelmingly defeated; 3,597,070 votes were given to Grant; 2,870,079 to Greeley, and 29,408 to Charles O'Conner, the regular Democratic candidates. Grant received 286 electoral votes.

The contest of 1876, if we may credit the assertions of politicians, is still being fought; and to go a step further and tell the whole truth, it will continue to be fought as long as different minds are disposed to look at the matter differently. Of the popular vote, Samuel J. Tilden received 4,264,885 votes; Rutherford B. Hayes 4,033,950, and Peter Cooper 81,740. The electoral vote as adjusted by the 8 to 7 commission, stood: Hayes, 185; Tilden, 184.

X—FOREIGN RELATIONS.

1. Treaty with Spain. Provisions 1795
2. Treaty with Algeria. Provisions 1795
3. Treaty with England, (Jay's). Provisions 1796
4. War with France. (Quasi War) 1799
5. Treaty with France 1800
6. European Blockade 1807
7. Embargo Act 1807-9
8. Non-Intercourse Act 1808
9. Second War with England 1812-15
10. War with Barbary States 1801-12
11. Monroe Doctrine 1823
12. Trouble with France and Portugal 1834
13. Patriot War in Canada 1837-41
14. North-east Boundary, (Maine) 1842
15. North-west Boundary (Oregon) 1846
16. South-west Boundary (Mexican War) 1846-8
17. Fishery Troubles with England 1852
18. Filibustering Expeditions 1853-60
19. Trouble with Paraguay 1858
20. Fenian War 1866
21. Maxamilian's Invasion of Mexico 1867
22. The San Domingo Commission 1871
23. Alabama Claims 1871-2
24. The Irish Agitators 1880
25. The Isthmus Schemes 1880-2

XI—STATES RIGHTS DOCTRINE.

1. Action of the Sections in the Constitutional Conventions of 1787
2. Action of Virginia and Kentucky Legislatures 1798
3. Hartford Peace Conventions 1814
4. Action of Connecticut and Massachusetts Legislatures 1814
5. Action of Georgia as to Creek Lands 1827
6. Great Debate in the Senate of the United States 1828
7. Nullification of South Carolina 1832
8. Threats in the South in the Compromises of 1820 and 1850
9. Secession of Southern States in 1860-1

XII—THE TARIFF.

1. Of 1816.
2. Of 1820.
3. Of 1824.
4. Of 1828.
5. Of 1832.
6. Tariff Compromise, 1833.
7. Of 1842.
8. Of 1846.
9. Of 1857.
10. Of 1861—The Morrill Tariff.
11. During the War.
12. Since the War.

XIII—SLAVERY.

(See III and V—Causes of Civil War.)

XIV—INDUSTRIAL PROGRESS SINCE 1840.

Lippincott's Magazine.]

It is not too much to say that no great invention which had not its beginning in the decade of 1840—1850 has appeared in the past thirty years. In that period occurred the most signal development of the applications of chemistry to manufactures and agriculture; an enormous expansion of commerce by means of railroads and ocean steamships; the discovery of ether; and the perfection and diffusion of some of the most precious contributions ever made to the welfare of mankind. In 1835 only 984 miles of railroad had been completed in the United States; in 1840 they had been nearly trebled (2818); in 1845 they had been nearly quadrupled (3,768). In 1835 Boston was connected with Worcester, and Baltimore with Washington; from Philadelphia the traveler could go no farther west by rail than the Susquehanna at Columbia. In 1838, Ericson brought over the propeller to these hospitable shores. In 1840, the Cunard line of ocean steamers was established, but for a long time only "side-wheelers" were tolerated. The first regular ship, the Britannia, reached Boston after a trip of fourteen days, and eight hours. Morse's telegraph, after vain offers on both sides of the Atlantic, was at last subsidized by our own government, and in 1844, communication was opened between Baltimore and Washington. "What hath God wrought!" signalled Morse at the capital to Alfred Vail at Baltimore. The news dispatches to the press "by electro-telegraph,', or "by magnetic telegraph" were meagre, while public patronage was so timid that the wits of the day made fun of a delighted father in Baltimore who "wired" the news of the birth of a grandson to a post-office official at the capital—"as if the mail were too slow" at twenty miles an hour. In April, 1840, Goodyear was in the debtors' prison, (a lodging almost as familiar to him as his own home) in Boston; he had the year before found the clue to the vulcanizing of rubber, but the process was not reduced to a certainty until 1844. At about the same time, (1845–47) the McCormick reaper was confirming the independence of the New World of the Old as a granary. (As late as 1836–38 wheat had been imported into the United States from Portugal and the Baltic.) The sewing machine devised by Elias Howe in 1843 was patented in 1846, but the importance of this invention was not fully realized for more than a dozen years afterward. The daguerreotype dates from 1839, and in 1840 the enterprising Mr. Plumb began to take likenesses in Boston—with small success for some months. Five years later his "galleries" were to be found not only in that city, but in New York, Philadelphia, Baltimore, Washington, and even Dubuque, Iowa. Finally, July 24th, 1847, the patent was issued for Hoe's lightning-press, with its "impression cylinder" (the type revolving on a circular-bed, and a printing capacity of ten to twenty thousand per hour.

1. Manufactures 1813

2. First Savings Bank.....1816
3. Ocean Steam Navigation.....1819
4. Sale of Public Lands.....1804, 1837 and since.
5. Homestead Laws.....1830—1873
6. Origin of the Express Business.....1839
7. Boston Watch Company.....1850
8. Test of American Reapers.....1855
9. World's Fair at New York.....1854
10. Growth of Agriculture.....1870
11. Yearly Expositions at Cincinnati, St. Louis and Chicago.

XV—EDUCATIONAL PROGRESS.

The Silver Link.—Joseph Cook is the champion of popular education. By his repeated and earnest utterances from the platform he has thrown his strong, positive influence against all retrograde movements in educational matters. He believes that the more culture we have, the more happiness we possess. In a lecture before the Chautauqua Assembly, he took occasion to make the following remarks regarding our High Schools:

"There are three links of education in this country—an iron, a silver, and a golden: our common schools, our high schools, and our univerities.

"We all believe in common school education. The difference between a fool who has been through college, and one who has not, is, that the one who has been through usually knows he is a fool, and the other one does not. Therefore, in spite of the failures many collegiates make in life, we ought to believe in universities. In the republic of culture there are no foreign lands. What we most need, I think, is a silver link to unite the iron link with the golden, and if our high schools were a little improved in practical directions, we think in them would be found the silver link."

1. Early work of Noah Webster.....1783—1805
2. The Provisions of the Ordinance for the North-west Territory.....1787
3. The Deaf and Dumb.....1817
4. First Asylum for the Blind.....1832
5. Education.....1837—1841
6. First Asylum for Idiots.....1848
7. The Astor Library.....1848—1854
8. The Associated Press.....1855
9. The Egyptian Obelisk.....1881
10. The Power of the Press.....1880
11. The Public Libraries.....1830
12. The Work of Education.....1880

XVI—THE DEVELOPMENT OF THE STATES.

This study should include:

1. Origin of name. 2. Early history. 3. Leading settlements. (a) When. (b) Where. (c) By whom. 4. Organization as a Territory. (a) When. (b) Capital. (c) Territory included. 5. Indian Wars. (a) When. (b) Where. (c) Leaders. (d) Events. (e) Effects.

6. Admission as a State; when.

Note—The order of the admission of the States from 1791 to 1861, should be studied with great care; since this order grew out of the struggles of the North and South to sustain in their respective sections the balance of power; and whenever this balance moved North of 36° 30′ to permanently remain, the South no longer felt that there was safety for their peculiar institution, and hence, left the Union.

XVII—TERRITORIAL DEVELOPMENT.

TIME	NAME	AREA SQ. MI.	METHOD	WHO FROM	COST
1783	The 13 States	820,680	By conquest	England	
1803	Louisiana	890,579	By purchase	France	15,000,000
1819–21	Florida	669,000	By purchase	Spain	5,000,000
1846	Northern Bound	308,052	By treaty	England	
1846	Texas	318,000	By Annexation	Mexico	10,000,000
1847	New Mex. & Cal.	522,955	By conquest	Mexico	18,000,000
1853	Arizonia	45,535	By purchase	Mexico	10,000,000
1867	Alaska	577,300	By purchase	Russia	7,200,000
		3,559,091			$65,200,000

XVIII—TREATIES CONTRACTED.

1. Jay's Treaty 1796
2. Treaty of Ghent 1814
3. Guadalupe Hidalgo 1848
4. Webster-Ashburton 1848
5. With Japan 1854
6. With North German States 1868
7. With China 1868
8. Washington 1874

XIX—GREAT FIRES.

1. At New York in 1835. Loss, $20,000,000.
2. At Washington City, 1836 and 1877.
3. At New York in 1839. Loss, $10,000,000.
4. At Pittsburgh, Pa., in 1845. Loss, $6,000,000.
5. At New York, in 1845. Loss, $6,000,000.
6. At San Francisco, in 1850. Loss, $10,000,000.
7. At San Francisco, twice in 1851. Loss, $3,000,000 each.
8. At St. Louis in 1851. Loss, $11,000,000.
9. At Nashville in 1865. $10,000,000.
10. Forest Fires in Wisconsin in 1871. $4,000,000.
11. Chicago, Ills., in 1871. Loss, $200,000,000.
12. Boston, in 1872. Loss, $80,000,000.

Twelves Fires, with a total loss of $360,000,000.

XX—DISCOVERY AND EXPLORATION.

1. Lewis and Clarke 1804–7
2. John C. Fremont 1842–3
3. Arctic Explorations 1850—1882
4. Atlantic Explorations under Wilkes 1838—1842
5. The North-west Passage. 1850

XXI.—MORAL AND RELIGIOUS GROWTH.

1. Foreign Missionary Society 1806
2. American Bible Society 1816
3. American Colonization Society 1816
4. American Sunday School Union 1824
5. American Tract Society 1825
6. American Peace Society 1828
7. American Temperance Society 1826
8. The Washingtonians 1840
9. American Congressional Temperance Society 1833

10. American National Temperance Society 1866
11. The Sanitary Fairs..... 1861–5
12. American Christian Commission 1861–5
13. The New Indian Policy..... 1870
14. The Work of Religion..... 1881
15. The Murphy Temperance Movement 1877–9
16. Revision of the Bible 1870–1880

XXII.—SOCIAL AND DOMESTIC GROWTH.

1. Manners of Society 1789-1797
2. The Westward Movement..... 1815
3. Social and Domestic Life..... 1801–9
4. Manners of Society..... 1801–9
5. The Growth of the West..... 1815–1825
6. The Olden Times 1825
7. Changes in Domestic Life.

XXIII.—POLITICAL MATTERS.

1. Origin of American Anti-Slavery Society..... 1833
2. Origin of Anti-Masonic Party..... 1826
3. Origin of Know-Nothing Party..... 1852
4. Birth of the Republican Party..... 1854
5. The removal of government troops from the South..... 1877
6. The Southern Exodus..... 1879–81
7. The extra session of Congress..... 1879
8. The Credit Mobilier Investigation.....
9. The Electoral Commission 1876
10. The Dead Lock in the United States Senate..... 1881
11. The Custom-House Quarrel..... 1881

XXIV—INTERNAL IMPROVEMENTS.

1. Work of John Q. Adams' Administration..... 1825–9
2. Erie Canal—Buffalo to Albany..... 1817–25
3. Baltimore and Ohio Railroad..... 1828
4. National or Cumberland Road..... 1830–6
5. Wabash and Erie Canal..... 1848–52
6. The Panama Railroad..... 1855
7. The Central Pacific Railroad..... 1872
8. The Cincinnati Southern..... 1881

XXV—GREAT INVENTIONS.

1. The Cotton Gin..... 1792
2. The Steamboat..... 1807
3. The Iron Plow..... 1814
4. The Railroad..... 1828
5. Reaping and Mowing Machines..... 1832–3
6. Magnetic Telegraph..... 1843
7. The Sewing Machine..... 1846
8. Vulcanizing of India Rubber..... 1839
9. Atlantic Cable..... 1866
10. The Telephone..... 1876
11. The Electric Light..... 1878–9

XXVI—INTERNAL TROUBLES

1. Shaye's Rebellion..... 1786–7
2. Whiskey Rebellion..... 1791

3. Trouble with Aaron Burr.....1804–7
4. The Dorr Rebellion.....1842
5. Anti-Rent Difficulties.....1842
6. Mormon Troubles.....1840–5
7. The Mormon Rebellion.....1857–9
8. The Border Warfare.....1854–60
9. The Railroad Riot.....1877
10. The Oklahoma Trouble.....1880
11. Mollie Maguire Trouble.....1877–0

XXVII—HISTORIC JOURNEY'S IN THE UNITED STATES.

1. Visit of Lafayette.....1824–5
2. Tour of Jennie Lind.....1850
3. Tour of Louis Kossuth.....1851–2
4. Tour of Charles Dickens.....1867
5. Tour of Gen. Grant in the Southern States and Mexico.....1879
6. Other noted tourists were McCready, Patti, Prince of Wales, Duke Alexis, Modjeska, and Dean Stanley.

YXIX—LEADING DISCOVERIES IN THE UNITED STATES.

1. Coal in Pennsylvania in.....1791
2. Petroleum oil in Pennsylvania.....1848
3. Gold in California.....1848
4. Silver in Nevada.....1857
5. Gold in Black Hills.....1875
6. Silver in Colorado.....1878

XXX—GROWTH OF THE IDEA OF SELF-GOVERNMENT AND NATIONAL UNION DURING AMERICAN HISTORY.

1. The Virginia House of Burgesses.....1619
2. The Written Constitution of Virginia.....1621
3. The Union of New England Colonies.....1643
4. The Liberal Charters of Rhode Island and Connecticut.....1665
5. The Suggestion of William Penn.....1697
6. The Suggestion of Daniel Coxe, of New Jersey.....1722
7. The Colonial Congress at Albany.....1754
8. The Colonial Congress at New York.....1765
9. First Continental Congress (Articles of Association).....1774
10. Second Continental Congress (Preparations for War).....1775
11. Third Continental Congress, (Declaration of Independence).....1773
12. 4th and 5th Continental Congresses (Frame Articles of Confed.)1777–8
13. All the States Adopt the Articles of Confederation by.....1781
14. Ordinance of North Western Territory.....1787
15. Commercial Convention of Virginia and Maryland.....1785
16. Commercial Convention at Annapolis.....1786
17. Constitutional Convention at Philadelphia.....1787
18. Adoption of the Constitution by Nine States.....1788
19. Adoption of the Constitution by all the States.....1790
20. Trace of the Adoption of the Fifteen Different Amendments...1780–1870

XXXXI—AMERICAN WARS.

"First came the war of Revolution, that was the birth-throe that ushered this nation into life. Then came the war of 1812,—that was the infantile disease through which every child must go. Then came the war of 1861,—that was the great typhoid which was to revolutionize the national system.

And when this nation resumed specie payment that was the settlement of the doctor's bill.—*Talmage.*

INDIAN WARS.

1. Miami War.....1790–4
2. Battle of Tippecanoe.....1811
3. Creek War.....1814–14
4. Black Hawk War.....1832
5. Seminole War.....1835–42
6. Sioux War.....1862
7. Modoc War.....1871
8. The Custer Massacre.....1877
9. The Ute Outbreak.....1879
10. The Oklahoma Trouble.....1880

XXXII—BRIEF OUTLINE—THE NATIONAL PERIOD OF AMERICAN LITERATURE.

I. The Great Theological Debate. 1. Question—Whether there is *one* or *three* persons in the Godhead. 2. Parties—[a] Unitarians—Liberal. [b] Trinitarians—Orthodox. 3. Church Papers—[a] Unitarian—Christian Examiner. [b] Trinitarian—The Panoplist. 4. Place—[a] In and around Boston. [b] Afterward took in New England. [c] Finally included New York and New Jersey.

DEBATERS—UNITARIANS.

Wm. E. Channing,	Dr. Orville Dewey,
Andrews Norton,	Dr. Wm. H. Furness,
Henry Ware,	Andrew Peabody.

TRINITARIANS.

Dr. Samuel Worcester,	Lyman Beecher,
Prof. Leonard Woods,	Prof. A. Alexander,
Prof. Moses Stuart,	Prof. Chas. Hodge.

II—NOVELISTS.

EARLIER.	LATER.
Washington Irving,	Nathaniel Hawthorne,
Charles P. Brown,	Wm. G. Sims,
James Fennimore Cooper.	Mrs. H. B. Stowe.

III—EARLIER PROSE WRITERS.

R. W. Emerson,	Edward Everett,
H. D. Thoreau,	T. W. Higginson,
W. E. Channing,	George W. Curtis,
Theodore Parker,	E. P. Whipple.

IV—EARLIER POETS.

W. C. Bryant.	F. G. Halleck,
H. W. Longfellow,	N. P. Willis,
O. W. Holmes,	E. A. Poe,
J. G. Whittier,	R. W. Emerson.
J. R. Lowell,	

V—GREAT JOURNALISTS.

EARLIER.

Benjamin Franklin,	George D. Prentice,
Wm. C. Bryant,	Wm. L. Stone,
Wm. Leggett,	M. M. Noah.

LATER.

Henry J. Raymond,
Epes Sargent,
J. G. Holland,
Samuel Bowles,
Horace Greeley,
Whitelaw Reid,
J. Gordon Bennett,
Henry Watterson,
Col. Forney.

VI—GREAT ATTORNEYS.

OF THE PAST.

Rufus Choate, Boston,
Jeremiah Mason, Boston,
Josiah Quincy, Boston,
Daniel Webster, Boston,
Alexander Hamilton, New York,
James Madison, Virginia,
Chas. O'Connell, New York,
Henry Clay, Kentucky,
Alex Stephens, Georgia,
The Adams', Massachusetts,
Wm. C. Pinckney,
Judah P. Benjamin, Louisiana.

OF THE PRESENT.

Wm. Evarts, New York,
Judge Porter, New York,
Robert Toombs, Georgia,
Robert Ingersoll, Illinois,
W. F. Linder, Illinois,
B. F. Butler, Massachusetts,
Daniel Voorhees, Indiana,
Thos. A. Hendricks, Indiana,
Benjamin Harrison, Indiana,
Allen G. Thurman, Ohio,
C. L. Vallandingham, Ohio.

VII—ORATORS.

EARLIER PERIOD.	MIDDLE PERIOD.	LATER PERIOD.
Alex. Hamilton, N. Y.	Daniel Webster, Mass.	Oliver P. Morton, Ind.
John Jay, "	Chas. Sumner, "	Thos. Hendricks, "
Samuel Adams, Mass.	Edward Everett, "	Daniel Voorhees, "
John Adams, "	John C. Calhoun, S. C.	Robert Ingersoll, Ill.
James Otis, "	Robert Y. Hayne, "	John A. Logan, "
Thomas Jefferson, Va.	John Randolph, Va.	Alex. H. Stephens, Ga.
James Madison, "	Thomas Benton, Mo.	James G. Blaine, Maine
Patrick Henry, "	Aaron Burr, N. Y.	Roscoe Conkling, N. Y.
Richard Henry Lee, "	Henry Clay, Ky.	Allen G. Thurman, Ohio.
		James Bayard, Del.
		Gen. Gordon, Ga.
		L. Q. C. Lamar, Miss.
		Ben. Hill, Ga.

VIII—SACRED ORATORS.

OF THE PAST.

Lyman Beecher,
Wm. E. Channing,
Theodore Parker,
James W. Alexander,
Chas. G. Finney.

OF THE PRESENT.

Henry Ward Beecher,
DeWitt Talmage,
Prof. Swing,
Joseph Cook.

IX—ANTI-SLAVERY ORATORS.

Edward Everett,
Wendell Phillipps,
Wm. L. Garrison,
Horace Mann,
Charles Sumner,
Wm. Seward,
Zach Chandler,
Abraham Lincoln.

X—HUMORISTS.

Jack Downing,
Artemus Ward,
Widow Bedott,
Mark Twain,

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Alice and Phoebe Carey,
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Harriet B. Stowe,
Miss Mapes Dodge,
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4. New Orleans—The Crescent City.
5. St. Louis—The Garden City.
6. Cleveland—The Forest City.
7. Cincinnati—The Queen City of the West.
8. Pittsburg—The Smoky City.
9. Boston—The Hub of the Universe.
10. Washington—The City of Magnificent Distances.
1. Indianapolis—The City of Concentric Circles.
2. Fort Wayne—The Summit City.
3. Terre Haute—The Prairie City.
4. La Porte—The Door.
5. Richmond—The Quaker City of the West.
6. Vincennes—The Old Post.
7. Evansville—The Crescent City.

De Witt Talmage calls—

1. Washington—The City of Official Power.
2. Boston—The City of Culture.

3. Philadelphia—The City of Beautiful Order.
4. Chicago—The City of Miraculous Growth.
5. New York—The City of Commercial Supremacy.
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6. Circuit Courts, $6,000 "
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Lieutenant-General, $11,000.	Vice-Admiral, $9,000.
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